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ABSTRACT

The Elementary Secondary Education Act Title I Elementary Basic Skills program operated in 72 schools during fiscal year 1973. There were approximately 23,443 identified Title I pupils who received the services of the program. The first major program objective pertains directly to reading comprehension and anticipates a gain of ten school months in a ten-month period (April 1972-April 1973) for between 70-80 percent of all Title I participants. E.S.E.A. Title I kindergarten and grade one pupils, for example, received the Promary Mental Abilities Test, a reading readiness test which was reported in a raw score equivalent to mental age. The Spring 1973 data indicated that almost 69 percent of the kindergarten pupils had a mental age of 5.8 in Verbal Meaning. In terms of growth of the pupils in kindergarten in 1972 and grade one in 1973 who were eligible for Title I based on test scores, almost 48 percent grew ten months and more in mental age in Verbal Meaning. The second primary program objective relates to the ability of the pupils in grades one through four to express themselves in writing. Evaluation of the student's writing was based on pre-established criteria. Data were requested from all Title I elementary schools for Title I pupils by grade. A systematic sampling of students was drawn and their writing was evaluated according to the pre-established criteria. The data examined in relation to specific objectives for the FY 1973 Elementary Basic Skills Program suggest that the program is working toward the total accomplishment of the objectives. Gains were made at each grade level. (Author/JM)

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Elementary Basic Skills Program State Report
Elementary and Secondary Education Act, Title I
Part I - Regular Term 1972 - 73
Part II - Summer Term 1972

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November 1973

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ACKNOWLEDGMENT

The work of many people contributed to the report of the 1972-73 Elementary Basic Skills Program in Baltimore City. It was prepared according to the Maryland State Department of Education, Division of Compensatory, Urban and Supplementary Programs guidelines. This document includes basic information describing the status of a program made possible by Title I of the 1965 Elementary and Secondary Education Act (PL.89-10). It is the product of the combined efforts of the Baltimore City Public Schools Office of Pupil and Program Monitoring and Appraisal ESEA Title I Elementary Team, with the cooperation of project and school personnel and many others.

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Regular School Term 1972 - 73

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FY 1973 Elementary Basic Skills Program State Report
Elementary and Secondary Education Act, Title I

Abstract

The ESEA Title I Elementary Basic Skills program operated in seventy-two schools during FY 1973. The pupils attending these schools were determined eligible to participate in the Title I program on the basis of the Spring 1972 city-wide test scores which were related to pre-established criteria and teacher judgment. There were, excluding the 10 percent teacher judgment factor, approximately 23,443 identified Title I pupils who received the services of the program. This abstract will cover the three program objectives and test score comparisons for selected sub-tests. In the state report, reading is synonymous with the subtest Reading Comprehension of the Primary Reading Profiles and the Iowa Tests of Basic Skills.

Objective I

Program Objective I pertains directly to reading comprehension and anticipates a gain of 10 school months in a ten-month period (April 1972 - April 1973) for between 70 - 80 percent of all Title I participants. ESEA Title I kindergarten and grade one pupils received the Primary Mental Abilities Test (PMA), a reading readiness test which was reported in a raw score equivalent to mental age. The Verbal Meaning sub-test was interpreted as predictive for the Reading Comprehension sub-test administered in higher grades. The Spring 1973 data indicated that almost 69 percent of the kindergarten pupils had a mental age of 5.8 in Verbal Meaning. In terms of growth of the pupils in kindergarten in 1972 and grade 1 in 1973 who were eligible for Title I based on test scores, almost 48 percent grew ten months and more in mental age in Verbal Meaning. Ten months growth was accomplished by almost 33 percent of these pupils who were eligible for Title I based on teacher judgment respectively were at a mental age of 6.2 and better in Verbal Meaning, which was the criterion for readiness to begin the second level.

Pupils who were identified as being eligible by their test scores and who were in grade 1 in 1972 had a mean mental age of 6.4 in Verbal Meaning (PMA). In grade 2 in 1973, these same pupils were at a grade equivalent of 1.7 on the Reading Comprehension sub-test of the Primary Reading Profiles (PRP). By April 1973, a little more than 69 percent of the pupils were at a grade equivalent of 1.5 and more.

Pupils who were identified as being eligible by teacher judgment and who were in grade 1 in 1972 had a mean mental age of 6.8 in Verbal Meaning (PMA). In grade 2 in 1973, these same pupils were at a grade equivalent of 1.9 on the Reading Comprehension sub-test of the (PRP). By April 1973, almost 61 percent were at a grade equivalent of 1.5 and more.

Objective I stated that for grades 3 and 4 that 70 - 80 percent of the pupils would grow 10 months in one year and/or would have attained a grade equivalent not less than one-half year below Large Cities norms. Comparisons for the pupils who were in grade 2 in April 1972 and grade 3 in April 1973 were based on the Reading Comprehension sub-test of the (PRP) and the Reading Comprehension sub-test of the Iowa Tests of Basic Skills (ITBS). For the pupils who were identified as eligible by their test scores, a little more than 23 percent were at a grade equivalent of 1.5 and more by April 1973 as measured by the (ITBS).

Of the pupils who were identified as being eligible by teacher judgment, and who were in grade 2 in 1972 and grade 3 in April 1973, a little more than 30 percent were at a grade equivalent of 1.5 and more based on the ITBS.

The individual pupil gain in months for matched test data in Reading Comprehension for the pupils who were identified both by teacher judgment and by test scores combined were as follows:

Grade 4 FY'73

%	Gain	Grade Equivalent
43.3	9+	3.1+
47.7	8+	3.0+
51.4	7+	2.9+

Based on the 1972 grade equivalent mean 2.2 in April 1972, a ten month gain would equal a grade equivalent of 3.2. Almost 40 percent of the fourth grade pupils with gain scores between April 1972 and April 1973 were at or above this level. Almost 14 percent of this group attained a grade equivalent of no more than five months below Large Cities norm (4.0 and better).

Objective II

Program Objective II relates to the relationship between the number of books an individual pupil read and reading growth. It was established that the objective was unmeasureable due to specious data.

Objective III

Program Objective III relates to the ability of the pupils in grades 1 through 4 to express themselves in writing. Evaluation of the student's writing was based on pre-established criteria. Data were requested from all ESEA Title I elementary schools for Title I pupils by grade. A systematic sampling of students was drawn and their writing was evaluated according to the pre-established criteria.

Grade	% Accomplishing Objective
1	92%
2	81%
3	79%
4	60%

Conclusion

The data examined in relation to specific objectives for the FY'73 Elementary Basic Skills Program suggest that the program is working toward the total accomplishment of the objectives. Gains were made at each grade level.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban and Supplementary Programs

ESEA, TITLE I PROJECT EVALUATION REPORT FOR SUMMER TERM 1972 AND REGULAR SCHOOL TERM 1972-73 PROGRAMS

I. LOCALE OF PROGRAM

A. Local Educational Agency: Baltimore City Public Schools

B. Authorized Representative for LEA:

1. Name and Title: Dr. Roland N. Patterson

Superintendent of Public Instruction
(Title)

2. Mailing Address: 3 East 25th Street

Baltimore, Maryland 21218

3. Telephone Number: 467-4000

4. Signature: _____ Date _____

C. State Project Number: _____
(Summer Term 1972)

26 - 72/73
(Regular School Term 1972-73)

D. Title of Project Elementary Basic Skills
(Summer Term 1972)

_____
(Regular School Term 1972-73)

E. Length of Project

Beginning and Ending Dates: _____
(Summer Term 1972)

September 1972 - June 1973
(Regular School Term 1972-73)

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

A. The tables below should be used to summarize the needs of children who actually participated in the ESEA, Title I project(s) under consideration. Indicate the number of participants who demonstrated needs in the areas listed according to the degree of need. A separate table should be used for each grade level of participants. In instances where children are grouped in a nongraded pattern, circle the grade level that would correspond to the children's chronological age.

☐ Summer Term 1972 ☒ Regular School Term 1972-73

Circle One: Pre-K K (1) 2 3 4 5 6 7 8 9 10 11 12

Ability Levels

1 2

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEED a/
	Over 2.0 years below	1.1 through 2.0 years below a/	0.0 through 1.0 years below a/	
1. DEVELOPMENTAL READINESS		543 184 559	732 715 1010	Primary Mental Abilities Test - Verbal Perceptual Spatial Sub-test
2. LANGUAGE ARTS Reading Comp.				
Vocabulary				
3. MATHEMATICS				

*Check Norms Used: ☒ National ☐ County ☐ Large City ☐ Other (specify)

a/ See Table 1, page 2d and 2e, Guide For Identifying Title I Children.

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

A. The tables below should be used to summarize the needs of children who actually participated in the ESEA, Title I project(s) under consideration. Indicate the number of participants who demonstrated needs in the areas listed according to the degree of need. A separate table should be used for each grade level of participants. In instances where children are grouped in a nongraded pattern, circle the grade level that would correspond to the children's chronological age.

☐ Summer Term 1972 ☒ Regular School Term 1972-73

Circle One: Pre-K K 1 (2) 3 4 5 6 7 8 9 10 11 12

Ability Levels

1 2

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEED a/
	Over 2.0 years below	1.1 through 2.0 years below a/	0.0 through 1.0 years below a/	
1. DEVELOPMENTAL READINESS		1061 698 991	1430 1208 1389	Primary Mental Abilities Test - Verbal Perceptual Spatial Subtest
2. LANGUAGE ARTS Reading Comp.				
Vocabulary				
3. MATHEMATICS				

*Check Norms Used: ☒ National ☐ County ☐ Large City ☐ Other (specify)

a/ See Table 1, page 2d and 2e, Guide For Identifying Title I Children.

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

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☐ Summer Term 1972 ☒ Regular School Term 1972-73

Circle One: Pre-K K 1 2 (3) 4 5 6 7 8 9 10 11 12

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEED
	Over 2.0 years below	1.1 through 2.0 years below	0.0 through 1.0 years below	
1. DEVELOPMENTAL READINESS				
2. LANGUAGE ARTS Reading Comp.	131	1920	941	Primary Reading Profiles -- Reading Comprehension Level 1 (Norm for Level 2 used to identify eligible students)
Vocabulary				
3. MATHEMATICS				

*Check Norms Used: ☒ National ☐ County ☐ Large City ☐ Other (specify)

See note on previous Tables.

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

A. The tables below should be used to summarize the needs of children who actually participated in the ESEA, Title I project(s) under consideration. Indicate the number of participants who demonstrated needs in the areas listed according to the degree of need. A separate table should be used for each grade level of participants. In instances where children are grouped in a nongraded pattern, circle the grade level that would correspond to the children's chronological age.

☐ Summer Term 1972 ☒ Regular School Term 1972-73

Circle One: Pre-K K 1 2 3 (4) 5 6 7 8 9 10 11 12

AREA OF DEPRIVATION	DEPRIVATION DELTA NORMS*			MEASURES USED TO IDENTIFY NEED
	Over 2.0 years below	1.1 through 2.0 years below	0.0 through 1.0 years below	
1. DEVELOPMENTAL READINESS				
2. LANGUAGE ARTS Reading Comp.	695	2369	777	Iowa Tests of Basic Skills--Reading Comprehension Subtest
Vocabulary				
3. MATHEMATICS				

*Check Norms Used: ☒ National ☐ County ☐ Large City ☐ Other (specify)

See note on previous Tables.

Table 1

Number Of 1972-73 Identified ESEA Title 1 Pupils By October, 1972 Grade Who Met The Educational Deprivation Criteria Based On April, 1972 City-Wide Test Results

Grade as of October, 1972	Areas of Deprivation and Measures of Need		
	Primary Mental Abilities, K-1 Lv.	Primary Reading Profiles, Level 1	Iowa Tests of Basic Skills, Form 3, Level A
	Verbal Meaning Perceptual Speed Spatial Relations	Reading Comprehension	Reading Comprehension
Kgn. a/ Below Average When Tested	17	N/A	N/A
Gr. 1 b/ Below Average When Tested	3,802	N/A	N/A
Gr. 2 c/ Below Average When Tested	5,526	N/A	N/A
Gr. 3 1/2 Year Below Nat'l Norm When Tested	N/A	4,566	N/A
Gr. 4 1 yr. Below Nat'l Norm When Tested	N/A	N/A	3,801
Total	9,345	4,566	3,801

Note: 1/ Data do not include students identified as eligible to receive ESEA Title I services based on teacher judgment.

2/ Total number of participating students in kindergarten through grade four based on test results is 17,712.

3/ N/A = not applicable.

a/ Kindergarten failures.

b/ Any pupil with a raw score of 29 or less in Verbal Meaning, a raw score of 12 or less in Perceptual Speed, or a raw score of 13 or less in Spatial Relations.

c/ Any pupil with a raw score of 39 or less in Verbal Meaning, a raw score of 18 or less in Perceptual Speed, or a raw score of 19 or less in Spatial Relations.

Source: Office of Pupil and Program Monitoring and Appraisal print-out of Identified ESEA Title I pupils--tested April, 1972 and Grade by October, 1972, Class Organization.

GUIDE FOR IDENTIFYING TITLE I CHILDREN

Title I children are those children in an E.S.E.A. designated school who are not achieving educationally, especially in the area of reading, like other children of their age as measured by criteria listed below.

TEST USED	GRADE WHEN TESTED	PRESENT GRADE	GRADES BELOW NATIONAL NORM WHEN TESTED	NATIONAL NORM
ITBS	3	4	1 year	3.7
PRP I	2	3	1/2 year	2.8
PMA	1	2	Below Average [a/]	---
PMA	Kgn.	1	Below Average [b/]	---
PRP II	Sp. Curr.	Sp. Curr.	Below Average [c/]	---

ITBS Iowa Tests of Basic Skills (Based on Reading Comprehension)
PRP Primary Reading Profile (Based on Reading Comprehension)
PMA Primary Mental Abilities (A child testing below average in any area tested except the number area)

CRITERIA FOR TEACHERS JUDGMENT IN IDENTIFYING E.S.E.A. TITLE I PUPILS:

1. A pupil whose test score does not qualify him as an E.S.E.A. Title I pupil but whose daily performance would suggest that this pupil might potentialize through additional services under E.S.E.A. Title I.

2. A pupil exhibiting behavioral characteristics which deviate sufficiently from the standard classroom behavior pattern as to interfere with his own progress.

3. A pupil exhibiting excessive home deprivation.

---

a/ Any pupil with a raw score of 39 or less in Verbal Meaning, a raw score of 18 or less in Perceptual Speed, or a raw score of 19 or less in Spatial Relations.

b/ Any pupil with a raw score of 29 or less in Verbal Meaning, a raw score of 12 or less in Perceptual Speed, or a raw score of 13 or less in Spatial Relations.

c/ Primary Special Curriculum pupils were considered eligible for Title I services if according to age their grade level would range from kindergarten to grade four.

II. B. Using Table I, indicate for each applicable method the individuals involved in determining students' needs.

TABLE I - TYPES OF MEASURES AND PERSONS INVOLVED IN THE DETERMINATION OF NEEDS

MEASURES USED	PERSONS INVOLVED				
	Local School Staff (Teachers, Aides, Principals)	Parents	Central Office Staff	Nonpublic School Personnel	Other (Specify)
Standardized Achievement Tests	X		X	X	
Standardized Intelligence Tests	X		X	X	
Interest Inventories	X	X			
Attitude Inventories	X	X			
Locally Revised Skills Tests	X		X		
Teacher-made Skills Tests	X		X		
Teacher Ratings	X		X	X	
Anecdotal Records					
Observer Reports	X	X	X	X	
Health Records	X	X	X		Health Dept. X
Pupil Personnel Reports	X		X	X	
Attendance Records	X		X	X	
Other (Specify)					

(See page 4a)

II. C. Using Table II, indicate the total number of pupils by grade level who actually participated in the program.

TABLE II - TOTAL NUMBER OF PARTICIPANTS IN THE 1972-73 ESEA, TITLE I PROGRAM

GRADE LEVEL OF PARTICIPANTS	NUMBER OF TITLE I PARTICIPANTS			
	Summer Term 1972		Regular School Term 1972-73	
	Public	Nonpublic	Public	Nonpublic
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Out-of-School (Specify)				
Total				

What was the average daily attendance of the Title I participants?

1. For the Summer Term 1972: _____

2. For the Regular School Term 1972-73: _____

II. C. Using Table II, indicate the total number of pupils by grade level who actually participated in the program.

TABLE II - TOTAL NUMBER OF PARTICIPANTS IN THE 1972-73 ESEA, TITLE I PROGRAM

GRADE LEVEL OF PARTICIPANTS	NUMBER OF TITLE I PARTICIPANTS			
	Summer Term 1972		Regular School Term 1972-73	
	Public	Nonpublic	Public	Nonpublic
Pre-K				
K			2,897	
1			4,360	
2			5,674	
3			5,003	
4			4,309	
Special Education			1,200	
Out-of-School (Specify)				
Total			23,443	

What was the average daily attendance of the Title I participants?

1. For the Summer Term 1972: See Separate Report
2. For the Regular School Term 1972-73: 20,860

II. D. Using the table* below, indicate by grade level the number of participants in the fiscal year 1973 Title I project who also participated for one or more consecutive years in earlier regular school term Title I projects.

GRADE LEVEL OF PARTICIPANTS	NUMBER OF PARTICIPANTS IN PAST REGULAR TERM TITLE I PROJECTS			
	Fiscal Year 1972*	Fiscal Years 1971 and 1972	Fiscal Years 1970, 1971, and 1972	Fiscal Years 1969, 1970, 1971, & 1972
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A

*This table is included for the purpose of establishing some baselines for longitudinal studies of the impact of Title I. Such information is being increasingly requested by federal and state agencies assessing the effectiveness of Title I.

Information will be available for FY '73 and FY '74 since FY '73 was the first time they have been specifically identified by grades.

THE DATA FOR SUMMER 1972 WILL FOLLOW AS A SEPARATE REPORT

III. EVALUATION

A. Project Objectives and Actual Outcomes: List the measurable objectives established for the fiscal year 1973 Title I Project(s) and the extent to which each objective was actually achieved. Listed objectives should include the skill or area to be improved, the amount of improvement expected, and the time period in which improvement is to occur.

Example

Objective: To develop the reading skills of the Title I participants so that they will be able to achieve 10-months' growth in reading for a year (10 months) of instruction.

Degree Achieved: Second-grade pupils achieved eight months of growth in reading for a year of instruction as indicated by the difference between the pre- and post-test score means (see Table III, page 10).

1. For the Summer Term 1972:

a. Objective: _____

_____

_____

Degree Achieved: _____

_____

_____

b. Objective: _____

_____

_____

Degree Achieved: _____

_____

_____

c. Objective: _____

_____

_____

Degree Achieved: _____

_____

_____

III. A. (Continued)

2. For the Regular School Term 1972-73:

a. Objective: 1 Pages 7a through o

Degree Achieved:

b. Objective: 2 Page 7p

Degree Achieved:

c. Objective: 3 Pages 7q through v

Degree Achieved:

d. Objective:

Degree Achieved:

III. A. (Continued)

Objective 1

a. Kindergarten participants by the end of April 1973 will exhibit a level of mastery in verbal comprehension which indicates they are ready to begin to learn to read.

1/ It is anticipated that 70% - 80% of the participants will attain a mental age of 5 years 8 months or better based on the Primary Mental Abilities Test (PMA).

Degree Achieved: The kindergarten pupils tested in April 1973, who participated in the Title 1 Program FY'73 were either identified by teacher judgment or kindergarten failures, of whom there were 13. There were 2426 Title 1 pupils for whom verbal meaning (comprehension) test data were available, in this group 1666 or 68.7 percent had a mental age of 5 years 8 months and more.

b. Grade 1 participants by the end of April 1973 will exhibit a level of mastery in verbal comprehension which indicates they have grown 10 months in reading comprehension mental age in one year and/or are ready to begin second grade level reading based on the Primary Mental Abilities Test.

Degree Achieved: There were matched test scores for 3071 pupils identified by test scores and tested in kindergarten FY'72 and grade 1 FY'73. In this group, 1464 or 47.7 percent grew ten months and more in mental age based on the verbal meaning (comprehension) sub-test of the PMA Level K-1.

III. A (Continued)

Objective 1

For the group of Title 1 pupils identified by teacher judgment, October 1972 -- 114 or 32.6 percent of the 350 pupils with matched test scores grew ten months and more in mental age based on the verbal meaning (comprehension) sub-test of the PMA.

1/ It is anticipated that 70% - 80% of the participants will attain a mental age of 6 years 2 months or better.

Degree Achieved: There were 3071 Title 1 pupils who were identified by test scores for whom test data were available. In this group, 1867 or 60.8 percent were at a mental age of 6 years 2 months and more in verbal meaning (comprehension) based on the PMA Level K-1.

There were 350 Title 1 pupils identified by teacher judgment, October 1972 for whom matched test data were available. In this group, 269 or 76.9 percent were at a mental age of 6 years 2 months and more in verbal meaning (comprehension) based on the PMA Level K-1.

See Tables 1, 2, and 3, pages 7c, 7d, and 7e.

Table 1

Mental Age of Pupils By Sub-Test On The
Primary Mental Abilities Test FY '73
ESEA Title I, Elementary Basic Skills
FY 197 3

	Primary Mental Abilities K-1 Level Kgn. FY '73			
	Verbal Meaning	Perceptual Speed	Number Facility	Spatial Relations
Total Number of Pupils For Whom Test Scores Were Available	2426	2375	2345	2369
Number and Percent of Pupils Who Were At Mental Age 5.8 Or More	1666 68.7%	1742 73.3%	1501 64.0%	1077 45.5%
Mean Mental Age	6.0	6.2	5.10	5.6
Median Mental Age	6.0	6.2	6.0	5.6
70% Range For Mental Age	5.6 - 8.10	---	5.4 - 9.0	4.10 - 8.6
80% Range For Mental Age	5.4 - 8.10	5.4 - 9.0	5.0 - 9.0	4.4 - 8.6

Note: 1/ ESEA Title I pupils identified by teacher judgment, October 1972.

a/ The range between which 70 and 80 percent of the pupils were.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY'72 and FY'73.

Table 2

Mental Age Growth of Pupils By Sub-Test On The
Primary Mental Abilities Test FY'72 - FY'73
ESEA Title 1, Elementary Basic Skills
FY 1973

	Primary Mental Abilities K-1 Level, Kgn. FY'72 Gr. 1 FY'73			
	Verbal Meaning	Perceptual Speed	Number Facility	Spatial Relations
Total Number of Pupils For Whom Test Scores Were Available	3,071	3,035	3,005	3,035
Number and Percent of Pupils Who Grew Ten Months or More In Twelve Months	1464 - 47.7%	2038 - 67.1%	2076 - 69.1%	1966 - 64.8%
Number and Percent of Pupils At 6 Years 2 Months Mental Age and More	1867 - 60.8%	2619 - 86.3%	2431 - 80.9%	1624 - 53.5%
Mean Growth In Twelve Months	10	1.3	1.3	1.2
Median Growth In Twelve Months	8	1.2	1.0	1.0
70% Range for a/ Mental Age Change In Twelve Months	6 - 5.4	8 - 5.4	8 - 6.2	8 - 5.6
80% Range For a/ Mental Age Change In Twelve Months	2 - 5.4	4 - 5.4	4 - 6.2	4 - 5.6

Note: 1/ ESEA Title 1 pupils identified by test scores.

a/ The range between which 70 and 80 percent of the pupils were.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY'72 and FY'73.

Table 3

Mental Age Growth of Pupils By Sub-Test On The
Primary Mental Abilities Test FY'72 - FY'73
ESEA Title 1, Elementary Basic Skills
FY 1973

	Primary Mental Abilities K-1 Level, Kgn. FY'72 Gr. 1 FY'73			
	Verbal Meaning	Perceptual Speed	Number Facility	Spatial Relations
Total Number of Pupils For Whom Test Scores Were Available	350	341	346	345
Number and Percent of Pupils Who Grew Ten Months or More In Twelve Months	114 - 32.6%	201 - 59.0%	175 - 50.6%	138 - 40.0%
Number and Percent of Pupils at 6 Years 2 Months Mental Age and More	269 - 76.9%	307 - 90.0%	286 - 82.8%	237 - 68.6%
Mean Growth In Twelve Months	7	1.6	10	8
Median Growth In Twelve Months	6	1.0	10	6
70% Range for a/ Mental Age Change In Twelve Months	0 - 3.2	8 - 4.0	4 - 3.6	2 - 3.8
80% Range for a/ Mental Age Change In Twelve Months	4 - 3.2	4 - 4.0	0 - 3.6	2 - 3.8

Note: 1/ ESEA Title 1 pupils identified by teacher judgment, October 1972.

a/ The range between which 70 and 80 percent of the pupils were.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY'72 and FY'73.

c. Grade 2 participants by the end of April 1973 will exhibit a mastery in reading comprehension which indicates they have grown 10 months in one year and/or are ready to begin third grade level reading. It is anticipated that 70% - 80% of the participants will have grown 10 months in educational age from April 1972 to April 1973.

Degree Achieved: There were 4298 Title 1 pupils identified by test scores for whom test data for FY'72 were available for the verbal meaning (comprehension) sub-test of the PMA Level K-1. The mean mental age for the group was 6.4. By FY'73 test scores for reading comprehension were available for 4173 pupils. The mean grade equivalent for the group was 1.7.

Of the Title 1 pupils identified by teacher judgment, October 1972 test scores for FY'72 were available for 434 pupils for the verbal meaning (comprehension) sub-test of the PMA Level K-1. The mean mental age for the group was 6.8. By FY'73 test data for reading comprehension were available for 528 pupils. The mean grade equivalent for the group was 1.9 based on the Primary Reading Profiles Level 1.

1/ It is anticipated that 70% - 80% of the participants will attain a grade level of 1.5 or better on the Primary Reading Profiles.

Degree Achieved: There were 4173 Title 1 pupils who were identified by test scores for whom FY'73 test data were available for the reading comprehension sub-test of the Primary Reading Profiles (PRP).Level 1. These data showed that 69.5 percent of the pupils were at grade equivalent of 1.5 and more.

Degree Achieved: There were 528 Title 1 pupils identified by teacher judgement October 1972 for whom test data were available for the reading comprehension sub-test of the (PRP) Level 1. These data showed that 60.6 percent of this group were at grade equivalent of 1.5 and more.

c. Grade 3 participants by the end of April 1973 will exhibit mastery in reading comprehension which indicates they have grown 10 school months in one year and/or have attained a grade level not less than one-half year below Large Cities norms.

Degree Achieved: There were 2907 Title 1 pupils identified by test scores for whom FY'73 test data were available for the reading comprehension sub-test of the Iowa Tests of Basic Skills (ITBS) Form 3 Level A. These data showed that 671 or 23.1 percent of the pupils were at grade equivalent of 1.5 and more.

There were 724 Title 1 pupils identified by teacher judgment, October 1972 for whom test data were available for the reading comprehension sub-test of the (ITBS) Form 3 Level A. These data showed that 219 or 30.2 percent were at a grade equivalent of 1.5 and more.

See Tables 4, 5, 6, and 7, pages 7h, 7i, 7j, and 7k.

Table 4

Primary Mental Abilities Mean and Median Mental Age Status and Primary Reading Profiles Grade Equivalent Status By Sub-Test FY 1973

	Primary Mental Abilities K-1 Level Grade 1 FY '72			
	Verbal [a] Meaning	Perceptual Speed	Number Facility	Spatial Relations
Total Number of Pupils For Whom Test Scores Were Available	4298	4295	4298	4298
Mean Mental Age	6.4	7.0	6.10	6.0
Median Mental Age	6.4	7.0	7.0	6.2

	Primary Reading Profiles K-1 Level Grade 2 FY '73					
	Aptitude	Auditory Association	Word Recognition	Word Attack	Reading [a] Comprehension	Composite
Total Number of Pupils For Whom Test Scores Were Available	4188	4187	4183	4177	4173	4158
Mean Grade Equivalent	1.4	1.4	1.6	1.7	1.7	1.7
Median Grade Equivalent	1.2	1.6	1.9	1.8	1.8	1.8
Percent of Pupils At Grade Equivalent 1.5 or More	41.0%	61.1%	65.3%	67.7%	69.5%	69.4%

Note: 1/ ESEA Title I pupils Identified by FY '72 test scores.

a/ ESEA Title I Elementary area of concentration.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Print-Out of Distributions of Test Scores By Part Within Grade FY'72 and FY'73.

Table 5

Primary Mental Abilities Mean and Median Mental Age
Status and Primary Reading Profiles Grade Equivalent
Status By Sub-Test
FY 197 3

Primary Mental Abilities K-1 Level Gr. 1 FY'72

	Verbal Meaning [a]	Perceptual Speed	Number Facility	Spatial Relations
otal Number of Pupils or Whom Test Scores ere Available	434	397	391	398
ean Mental Age	6.8	7.2	7.0	6.6
edian Mental Age	7.2	7.8	7.2	6.8

Primary Reading Profiles Level-1 Grade 2 FY '73

	Aptitude		Auditory Association		Word Recognition		Word Attack		Reading Comprehension [a]		Composite	
otal Number of Pupils or Whom Test Scores ere Available	537		543		541		535		528		539	
ean Grade Equivalent	1.4		1.6		1.7		1.8		1.9		1.8	
edian Grade Equivalent	1.4		1.5		1.6		1.7		1.6		1.6	
umber & Percent of upils At Grade Equiva- ent 1.5 or More	230	42.8%	288	53.0%	303	56.0%	325	60.7%	320	60.6%	318	59.0%

ote: 1/ ESEA Title I Pupils identified by teacher judgment, October 1972.

a/ ESEA Title I Elementary area of concentration.

ource: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY'72 and FY'73.

Table 6

Primary Reading Profiles Mean and Median Grade Equivalent Status and Iowa Tests of Basic Skills Mean and Median Grade Equivalent Status and Number and Percent of Pupils At Five Months Below The Large Cities Norms Or Better FY 1973

	Primary Reading Profiles Level 1 Grade 2 FY '72					
	Aptitude	Auditory Association	Word Recognition	Word Attack	Reading a/ Comprehension	Composite
Total Number of Pupils For Whom Test Scores Were Available	2986	2987	2982	2986	2992	2978
Mean Grade Equivalent	1.2	1.3	1.5	1.5	1.5	1.6
Median Grade Equivalent	1.2	1.5	1.6	1.6	1.6	1.6

	Iowa Tests of Basic Skills Form 3 Level A Grade 3 FY '73			
	Vocabulary	Reading a/ Comprehension	Language Composite	Arithmetic Composite
Total Number of Pupils For Whom Test Scores Were Available	2907	2907	2821	2920
Mean Grade Equivalent	2.6	2.4	2.6	2.7
Median Grade Equivalent	2.4	2.4	2.4	2.6
Large Cities Norm	3.5	3.5	3.5	3.5
Five Months Below The Large Cities Norms	3.0	3.0	3.0	3.0
Number & % of Pupils At Five Months Below The Large Cities Norm or More	782 27.0%	671 23.1%	629 22.3%	746 25.5%

Note: 1/ ESEA Title I pupils Identified by FY '72 test scores.

a/ ESEA Title I Elementary area of concentration.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Print-Out of Distributions of Test Scores By Part Within Grade FY '72 and FY '73.

Table 7

Primary Reading Profiles Mean and Median Grade Equivalent Status and Iowa Tests of Basic Skills Mean and Median Grade Equivalent Status and Number and Percent of Pupils At Five Months Below The Large Cities Norm or More

FY 197 3

Primary Reading Profiles Level 1 Grade 2 FY '72

	Aptitude	Auditory Association	Word Recognition	Word Attack	Reading a/ Comprehension	Composite
Total Number of Pupils For Whom Test Scores Were Available	530	522	526	523	518	516
Mean Grade Equivalent	1.6	1.8	2.0	2.0	2.2	2.2
Median Grade Equivalent	1.4	1.8	2.1	2.0	2.4	2.2

Iowa Tests of Basic Skills Form 3 Level A Grade 3 FY '73

	Vocabulary	Reading a/ Comprehension	Language Composite	Arithmetic Composite
Total Number of Pupils For Whom Test Scores Were Available	725	724	707	725
Mean Grade Equivalent	2.6	2.7	2.7	2.8
Median Grade Equivalent	2.6	2.5	2.6	2.7
Large Cities Norm	3.5	3.5	3.5	3.5
Five Months Below The Large Cities Norm	3.0	3.0	3.0	3.0
Number and Percent of Pupils At Five Months Below Large Cities Norm or More	276 38.1%	219 30.2%	223 31.5%	266 36.7%

Note: 1/ ESEA Title I pupils identified by teacher judgment, October 1972.

a/ ESEA Title I area of concentration.

Source: Center for Planning, Research and Evaluation; Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY '72 and FY '73.

d. Grade 4 participants by the end of April 1973 will exhibit mastery in reading comprehension which indicates they have grown 10 school months in one year and/or have attained a grade level not less than one-half year below Large Cities norms.

1/ It is anticipated that 70% - 80% of the participants will have grown 10 school months in grade equivalent from April 1972 to April 1973.

Degree Achieved: Of the total number of Title 1 pupils identified by test scores and teacher judgment, October 1972, there were 3,725 fourth grade pupils who had matched third - fourth grade Iowa Tests of Basic Skills Reading Comprehension scores. Of this group, 1,916 or 51.4 percent made seven or more months gain and were at a grade equivalent of 2.9 or more. 1,776 of these pupil or 47.7 percent gained eight months or more and were at a grade equivalent of 3.0 or more. There were 1,616 pupils or 43.4 percent who made nine months gain or more and were at a grade equivalent of 3.1 or more. Based on the mean, ten months gain from 2.2 in April 1972 is a grade equivalent of 3.2. 1,470 or 39.5 percent of the fourth grade pupils with gain scores between April 1972 and April 1973 were at or above this level.

2/ It is anticipated that 70% - 80% of the participants will attain a grade level not less than one-half year below Large Cities norms.

Degree Achieved: Of the Title 1 pupils identified by test scores and teacher judgment, 3800 grade four pupils were tested in ESEA Title 1 schools and received the ITBS Form 3 Level B sub-test reading comprehension. In this group, 521 or 13.7 percent attained a grade equivalent of no more than five months below Large Cities norm (4.0 or better).

Supplementary Data

In the group of seventy-seven Non-ESEA Title 1 schools, there was a total fourth grade population of 8,080 April 1973 for whom test data was available. Approximately 1/3 of this group (twenty-five schools) with a fourth grade population of 2,474 or 30.6 percent who were tested, attained a grade equivalent of (4.0) five months below Large Cities norm or better based on the school median. Based on a frequency distribution of school medians that range from a grade equivalent of 2.8 - 5.5, the data show that the median grade equivalent for this group of schools is 3.7 as compared to Title 1 schools.

See Tables 8 and 9, pages 7n and 7o.

Table 8

ESEA Title I Elementary Basic Skills Distributions
For Identified Title I Pupils April 1972 Grade
Three and April 1973 Grade Four

ITBS Form 3 Level A - Reading

Raw Score	Grade Equiv-alent	National % -ile	Large Cities % -ile	Grade 3 Number of Pupils April 1972
43	5-5	88	91	1
42	5-2	86	90	0
41	5-1	84	89	2
40	5-1	84	89	0
39	5-0	83	87	0
38	4-9	81	86	3
37	4-8	78	84	1
36	4-7	76	82	3
35	4-6	74	80	1
34	4-6	74	80	3
33	4-5	71	78	5
32	4-4	68	76	0
31	4-3	66	73	5
30	4-2	63	70	6
29	4-1	60	68	10
28	4-0	57	66	8
27	3-9	55	63	16
26	3-8	52	60	15
25	3-7	49	57	15
24	3-6	47	64	25
23	3-5	44	51	31
22	3-4	38	48	37
21	3-3	38	45	42
20	3-2	35	42	48
19	3-0	29	35	76
18	2-8	23	28	108
17	2-7	21	24	395
16	2-5	16	18	423
15	2-4	13	16	381
14	2-2	09	11	430
13	2-1	07	09	368
12	2-0	05	07	331
11	1-8	02	04	247
10	1-7	02	02	189
9	1-6	01	01	159
8	1-6	01	01	144
7	1-5	01	01	134
6	1-4	01	01	77
5	1-4	01	01	60
4	1-3	01	01	53
3	1-2	01	01	31
2	1-1	01	01	19
1	1-1	01	01	9
0	1-0	01	01	9
Total				3,920
Mean Raw Score				13.6
Mean Grade Equivalent				2.2
Median Raw Score				14
Median Grade Equivalent				2.2
(Mean Grade Equivalent (Total City				2.9
(Median Grade Equivalent (Total City				2.8
National Norm				3.7
Large Cities Norm				3.5

ITBS Form 3 Level B - Reading

Raw Score	Grade Equiv-alent	National % -ile	Large Cities % -ile	Grade Four Number of Pupils April 1973
59	7-0	95	97	1
58	6-9	94	96	0
57	6-8	93	95	0
56	6-7	92	94	0
55	6-6	91	93	0
54	6-5	89	92	3
53	6-4	88	91	1
52	6-3	86	89	0
51	6-2	85	88	1
50	6-1	83	86	0
49	6-0	81	85	3
48	5-9	80	84	1
47	5-8	78	82	1
46	5-7	76	80	1
45	5-6	73	78	2
44	5-6	73	78	2
43	5-5	70	76	3
42	5-4	68	74	3
41	5-3	66	71	5
40	5-2	63	69	3
39	5-1	60	66	3
38	5-0	58	64	10
37	5-0	58	64	10
36	4-9	55	61	13
35	4-8	52	58	17
34	4-8	52	58	13
33	4-7	50	56	20
32	4-6	47	53	26
31	4-5	44	50	24
30	4-5	44	50	25
29	4-4	42	47	41
28	4-3	39	44	46
27	4-2	36	41	65
26	4-1	34	38	76
25	4-0 a/	32	35	102
24	3-9	29	33	132
23	3-8	27	30	126
22	3-6	25	28	162
21	3-5	21	23	217
20	3-4	19	20	236
19	3-2	16	16	288
18	3-0	12	12	261
17	2-8	09	09	306
16	2-6	05	06	281
15	2-5	04	04	237
14	2-3	02	02	247
13	2-2	01	01	188
12	2-1	01	01	140
11	2-0	01	01	117
10	2-0	01	01	77
9	1-9	01	01	76
8	1-8	01	01	55
7	1-7	01	01	42
6	1-6	01	01	34
5	1-6	01	01	21
4	1-5	01	01	17
3	1-5	01	01	10
2	1-4	01	01	6
1	1-4	01	01	2
0	1-3	01	01	1
		Total		3,800

Table 8

(Continued)

ESEA Title I Elementary Basic Skills Distributions
For Identified Title I Pupils April 1972 Grade
Three and April 1973 Grade Four

	ITBS Form 3 Level B - Reading
Mean Raw Score	18.6
Mean Grade Equivalent	3.0
Median Raw Score	18
Median Grade Equivalent	3.0
(Mean Grade Equivalent (Total City	3.6
(Median Grade Equivalent (Total City	3.5
National Norm	4.7
Large Cities Norm	4.5

a/ Five months below the Large Cities Norm.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal print-out of test results for Identified Title I matched pupils grade 3 FY 1972 and grade 4 FY 1973.

Table 9

Iowa Tests of Basic Skills
Mean and Median Grade Equivalent By Sub-Test and Months of Gain
Grade Three FY'72 To Grade Four FY'73
FY 1973

	Iowa Tests of Basic Skills Form 3 Level A Grade 3 FY'72			
	Vocabulary	Reading a/ Comprehension	Language Composite	Arithmetic Composite
Mean Grade Equivalent	2.8	3.0	2.8	2.8
Median Grade Equivalent	2.6	3.0	2.6	2.7
N b/	476	476	501	513
Large Cities Norm	3.5	3.5	3.5	3.5
National Norm	3.7	3.7	3.7	3.7

	Iowa Tests of Basic Skills Form 3 Level B Grade 4 FY'73			
	Vocabulary	Reading a/ Comprehension	Language Composite	Arithmetic Composite
Mean Grade Equivalent	3.4	3.2	3.3	3.5
Median Grade Equivalent	2.9	3.2	3.1	3.4
N b/	476	476	501	513
Large Cities Norm	4.5	4.5	4.5	4.5
National Norm	4.7	4.7	4.7	4.7

Months of Gain Based On The Mean FY'72 To FY'73	6	2	5	7

Note: 1/ ESEA Title I pupils Identified by Teacher Judgment October 1972.

a/ ESEA Title I area of concentration.

b/ Number of matched pupils for whom test results were available.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY;72 and FY'73.

OBJECTIVE TWO:

It is hypothesized that those children who read 30 or more books will make more reading growth from April, 1972 to April, 1973 than those who read less than 30. The Iowa Test of Basic Skills will be used to measure participants' reading growth.

Relationships Between The Number of Months Gained In Reading and the Number of Books Read By Pupils Enrolled in the ESEA Title I Elementary Basic Skills Program at the Grade 4 Level Based On a 20% Sample.

1972-73

Number of Months Gained in Reading Based on ITBS Reading Comprehension Scores		Pupils Reading 0-29 Books	Pupils Reading 30 Or More Books	Totals
Less Than	1	105	34	139
	1	21	10	31
	2	11	8	19
	3	20	6	26
	4	23	4	27
	5	17	12	29
	6	20	11	31
	7	14	3	17
	8	13	11	24
	9	19	5	24
	10	16	6	22
	11	10	3	13
	12	25	4	29
	13 & Above	87	49	136
Totals		401	166	567

Results: Data supplied by the schools indicated that the objective as proposed was not met. Chi square analysis was computed on the above data which showed no significant difference between the two groups. (X^2= 20.79, df=13)

Recommendations:

1. The method of reporting the number of books read should be revised.
2. The pleasure reading data should be reported every three months rather than at the end of the school year.

Source: Data was reported by the 4th grade Title I Teachers

III. A. (Continued)

OBJECTIVE THREE

A. All children, except those in kindergarten or other preschool levels, will be able to express themselves in writing by May, 1973 using a minimum of the following on the level indicated:

the first level, one complete sentence of at least four words

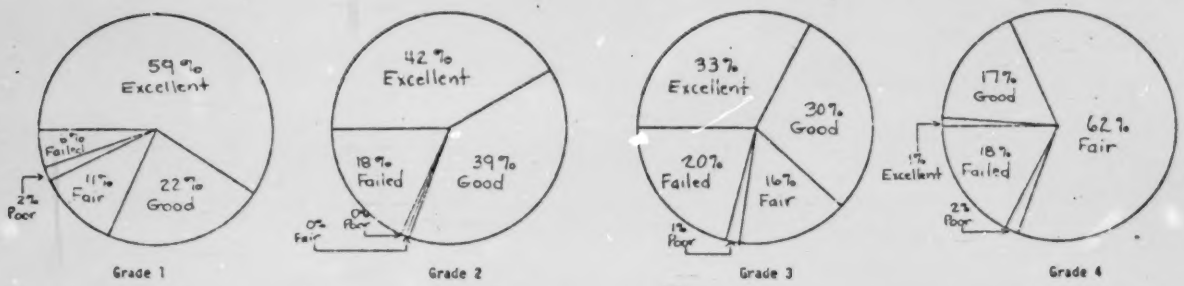
the second level, three complete sentences of at least ten words

the third level, four complete related sentences of at least sixteen words

the fourth level, one or two related paragraphs

Degree Achieved:

In June, 1973 data was received from 64 of the 71 ESEA Title I public elementary schools. Writing samples of 2,584 first to fourth grade students were evaluated. Of those students, 2,134 or 83% received ratings of fair, good or excellent. That is, 83% of the sampled population achieved the objective. The following figure gives a graphic presentation of the achievement by grade. See pages 7 i, j, k, and l for scoring key.



LEVEL	OBJECTIVE	EXPECTED OUTCOME	DEGREE ACHIEVED
Grade 1	All pupils will be able to write at least one complete sentence of at least four words.	All pupils will write a sentence about an experience with at least fair quality.	The objective was achieved by 92% of the sampled pupils.
Grade 2	All pupils will be able to write at least three complete, related sentences of at least ten words.	All pupils will write about an experience with at least fair quality.	The 81% of the second graders who met the objective wrote with either good or excellent quality.
Grade 3	All pupils will be able to write at least four complete, related sentences of at least sixteen words.	All pupils will write about an experience with at least fair quality.	The objective was met by 79% of the sampled pupils. The majority scored "excellent" or "good."
Grade 4	All pupils will be able to write one unified paragraph or two related paragraphs.	All pupils will write about an experience with at least fair quality.	Of the 60% who achieved the objective, the majority were rated "fair."

Fig. 1. Percentage of writing sample ratings by Grade FY 73 Elementary Basic Skills Program

B. Iowa Tests of Basic Skills language scores of one-half year below Large Cities norms or higher will be achieved by 70 - 80% of third and fourth grade pupils.

Degree Achieved:

The Iowa Tests of Basic Skills capitalization, punctuation, spelling, language usage and total language scores were tabulated for a sample population of 1,371 third and fourth grade students--first for each grade individually and then for an average of the two grades. On the spelling subtest, 22% of the averaged group scored at five months below Large Cities norms or higher. For the combined group, 27% achieved the objective on the Capitalization subtest; 37% on the Punctuation subtest and 21% on the Language subtest. On the total language section, 22% of the group's scores were one-healf year below Large Cities norms or higher. See pages 7 i, j, k, and 1 for scoring key.

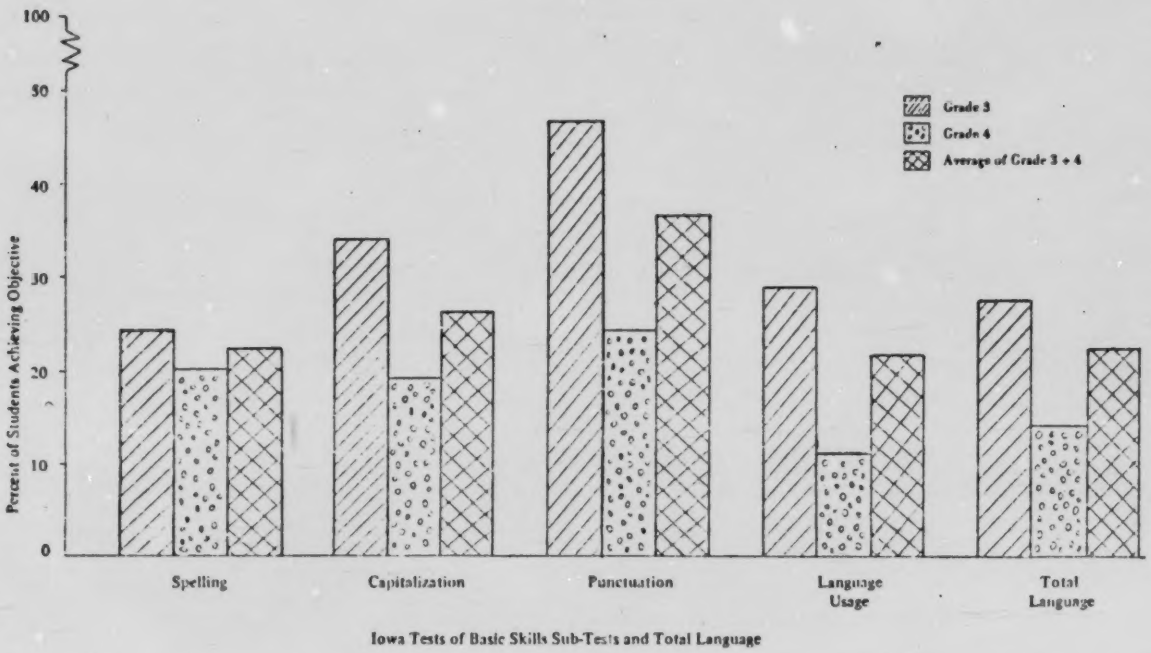


Fig. 2. Percent of Students Achieving One-Half Year Below Large Cities Norms or Higher On the Language Sub-Tests of the Iowa Tests of Basic Skills FY '73

WRITING SAMPLE SCORING KEY
FY 73 ESEA Title I Elementary

1st LEVEL

A = Complete sentence

2 More than one complete sentence
1 One complete sentence
0 No complete sentence

B = Four Words

2 More than four words
1 Four words
0 Less than four words

A	B	Rating
2	2	Excellent
1	2	Good
2	1	Good
1	1	Fair
2	0	Poor
1	0	Poor
0	2	Failing
0	1	Failing
0	0	Failing

Note: Criteria are based on objective three in the FY 1973 proposal for the Baltimore City ESEA Title I Elementary Basic Skills Program.

WRITING SAMPLE SCORING KEY
FY 73 ESEA Title I Elementary

2nd LEVEL

A = Three complete related sentences

2 More than three complete related sentences
1 Three complete related sentences
0 Less than three complete related sentences

B = Ten words

2 More than ten words
1 Ten words
0 Less than ten words

A	B	Rating
2	2	Excellent
1	2	Good
2	1	Good
1	1	Fair
2	0	Poor
1	0	Poor
0	2	Failing
0	1	Failing
0	0	Failing

Note: Criteria are based on objective three in the FY 73 proposal for the Baltimore City ESEA Title I Elementary Basic Skills Program.

WRITING SAMPLE SCORING KEY
FY 73 ESEA Title I Elementary

3rd LEVEL

A = Four complete related sentences

2 More than four complete related sentences
1 Four complete related sentences
0 Less than four complete related sentences

B = Sixteen words

2 More than sixteen words
1 Sixteen words
0 Less than sixteen words

A	B	Rating
2	2	Excellent
1	2	Good
2	1	Good
1	1	Fair
2	0	Poor
1	0	Poor
0	2	Failing
0	1	Failing
0	0	Failing

Note: Criteria are based on objective three in the FY 1973 proposal for the Baltimore City ESEA Title I Elementary Basic Skills Program.

WRITING SAMPLE SCORING KEY
FY 73 ESEA Title I Elementary

4th LEVEL

A = One or two related paragraphs

2 More than two related paragraphs
1 One or two related paragraphs
0 No unified paragraph

B = Punctuation (correct use of comma, period, quotation marks, question marks)

2 No punctuation mistakes
1 Five or less punctuation mistakes
0 More than five punctuation mistakes

C = Spelling/Capitalization

2 No spelling or capitalization mistakes
1 Five or less spelling or capitalization mistakes
0 More than five spelling or capitalization mistakes

A	B	C	Rating
2	2	2	Excellent
2	2	1	Excellent
2	1	2	Good
2	1	1	Good
1	2	2	Good
1	1	1	Fair
1	1	2	Fair
1	2	1	Fair
1	1	0	Poor
1	0	1	Poor
1	0	0	Failing
0	0	0	Failing
0	1	0	Failing
0	0	1	Failing
0	1	1	Failing

Note: Criteria for item A are based on objective three in the FY 1973 proposal for the Baltimore City ESEA Title I Elementary Basic Skills Program.

Criteria for items B and C are based on the evaluation design in the FY 73 proposal (see section B.2.A, p.28) and on the list of skills for written expression in the BCPS's Guide to Elementary Education, P. 107 (January, 1955).

III. B. Conclusions Based on Evaluation Data:

1. Are any modifications being considered for future programs as a result of the evaluation data gathered for this project? Describe briefly.

   Yes, several modifications have been envisioned for the ensuing year. First, the role of the reading resourse teacher will be expanded for the teacher in her classroom as well as her encounter with flexible small groups or individuals outside the classroom as the need arises. Second, the children's aides will be directed to work with Title I pupils in subject areas other than reading; since reading can and should be taught and reinforced in the content areas. Third, we will encourage the local schools to focus on two or three reading programs that will spiral through the grades. Administrators will be guided in organizing their classes so that pupils will have continuity in the utilization of programs in which they are gaining skills in learning to improve their ability to read. Fourth, the focus on in-service training will be at the local school level according to needs rather than a concentration on mass regional or city-wide training sessions. Fifth, we plan to identify and pay a teacher at each school who will be responsible for monitoring the tutorial program. This should result in improved instruction and continuity of experiences according to pupils' needs.

2. Frequent requests are received for examples of successful Title I activities or projects, the success of which can be supported by standardized achievement test scores. Please supply the name(s) of several schools, classes or project components which have demonstrated unusual success in improving the achievement of educationally disadvantaged children.

   Fortunately, we have on file a compilation of data representing the kinds of individual and composite pupil growth evident in several of our Title I schools. Visits to the schools will indicate the consistent attention by the staff to individual as well as group needs.

III. C. Summary of Evaluation Data:

1. Use Table III to indicate the results of standardized achievement tests for all students for whom both pre- and post-test data are available and who participated in both Summer 1972 and Regular School Term 1972-73 Title I programs.

2. Use Table IV to indicate the results of standardized achievement tests for all students for whom both pre- and post-test data are available and who participated in the Regular School Term 1972-73 Title I program only.

3. Use Table V to indicate the number of students making gains, expressed in terms of months of growth.

SPECIAL INSTRUCTIONS

The means and ranges of scores are to be reported in grade equivalent form for Tables III and IV.

Separate tables should be used for data on nonpublic school participants.

Other graphical or tabular presentations may also be included to highlight the evaluation findings.

TEST DATA SHOULD BE SUPPLIED FOR ALL PARTICIPATING TITLE I STUDENTS.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN BOTH THE SUMMER TERM AND REGULAR SCHOOL TERM PROGRAM

NOT APPLICABLE

Grade_____

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
POST-TEST RESULTS					

1/ Include only those students who took both the pre- and post-test and who participated in both the summer and regular term programs.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade Kgn. Pre-Test
Grade 1 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Mean Mental Age	Mental Age Range
PRE-TEST RESULTS					
Primary Mental Abilities Verbal Meaning	April 1972	Level K-1	350	6.2	3.8 - 8.10
POST-TEST RESULTS					
Primary Mental Abilities Verbal Meaning	April 1973	Level K-1	350	6.6	4.2 - 8.10

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment October 1972.
b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade Kgn. Pre-Test
Grade 1 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Mean Mental Age	Mental Age Range
PRE-TEST RESULTS					
Primary Mental Abilities Perceptual Speed	April 1972	Level K-1	350	6.4	4.4 - 9.0
POST-TEST RESULTS					
Primary Mental Abilities Perceptual Speed	April 1973	Level K-1	350	7.2	4.10 - 9.0

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.
b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade Kgn. Pre-Test
Grade 1 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Mean Mental Age	Mental Age Range
PRE-TEST RESULTS					
Primary Mental Abilities Number Facility	April 1972	Level K-1	346	6.4	3.10 - 9.0
POST-TEST RESULTS					
Primary Mental Abilities Number Facility	April 1973	Level K-1	346	6.10	3.10 - 9.0

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.
b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade Kgn. Pre-Test
Grade 1 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Mean Mental Age	Mental Age Range
PRE-TEST RESULTS					
Primary Mental Abilities Spatial Relations	April 1972	Level K-1	345	6.0	3.2 - 8.0
POST-TEST RESULTS					
Primary Mental Abilities Spatial Relations	April 1973	Level K-1	345	6.4	3.4 - 8.6

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.

b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 1 Pre-Test
Grade 2 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Primary Mental Abilities Verbal Meaning	April 1972	K-1	4,298 2/	Mental Age Mean 6.4	Mental Age Range 3.4 - 8.10
POST-TEST RESULTS					
Primary Reading Profile Reading Comprehension	April 1973	Level 1	4,173 2/	1.7	0.0 - 4.5

Note:

a/ Data includes only those pupils who were identified by April 1972 test scores.

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ Differences in the number of pupils occurred because there were those who did not receive the reading comprehension sub-test.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 1 Pre-Test
Grade 2 Post-Test

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Mean Mental Age	Mental Age Range
PRE-TEST RESULTS					
Primary Mental Abilities Verbal Meaning	April 1972	K - 1	434 2/	6.8	4.0 - 8.10
POST-TEST RESULTS					
Primary Reading Profiles Reading Comprehension	April 1973	Level 1	528 2/	Mean Grade Equivalent 1.9	Grade Equivalent Range 0.0 - 4.5

Note:

a/ Data includes only those pupils who were identified by teacher judgment, October 1972.

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ Differences in the number of students occurred because there were students who did not receive the verbal meaning sub-test or there were more grade two students in FY '73 than kindergarten students FY '72.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 2 Pre-Test
Grade 3 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Primary Reading Profile Reading Comprehension	April 1972	Level 1	2992 2/	1.5	0.4 - 3.2
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	Form 3 Level A	2907 2/	2.4	1.1 - 5.6

Note:

a/ Data Includes only those pupils who were identified by April 1972 test scores.

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ Differences in the number of pupils occurred because there were those who did not receive the reading comprehension sub-test.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 2 Pre-Test
Grade 3 Post-Test

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Primary Reading Profiles Reading Comprehension	April 1972	Level 1	518 2/	2.2	0.3 - 4.5
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	Form 3 Level A	724 2/	2.7	1.1 - 6.5

Note:

a/ Data includes only those pupils who were identified by teacher judgment, October 1972.

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ Differences in the number of students occurred because there were students who did not receive the reading comprehension sub-test of the Primary Reading Profiles or there were more grade three students in FY '73 than grade two students FY '72.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 FY 1972 Pre-test
Grade 4 FY 1973 Post-test

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills -- Reading Comp.	April 1972	Form 3 Level A	3,920 2/	Mean 2.2 Median 2.2 S/D .6	1.0 - 5.3
POST-TEST RESULTS					
Iowa Tests of Basic Skills -- Reading Comp.	April 1973	Form 3 Level B	3,800 2/	Mean 3.0 Median 3.0 S/D .8	1.3 - 7.0

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ These data include these students eligible for Title I services based on teacher judgment.

Note:

a/ Differences in the number of students occurred because there were students who did not receive the reading comprehension sub-test.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 FY 1972 Pre-test
Grade 4 FY 1973 Post-test

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills--Language Total	April 1972	Form 3 Level A	3,875 2/	Mean 2.6 Median 2.5 S/D .7	N/A
POST-TEST RESULTS					
Iowa Tests of Basic Skills--Language Total	April 1973	Form 3 Level B	3,781 2/	Mean 3.3 Median 3.1 S/D .8	N/A

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ Differences in the number of students occurred because there were students who did not receive the appropriate sub-tests which comprise the language total score.

Note:

a/ These data include those students eligible for Title I services based on teacher judgment.

b/ N/A=Data were not available.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 FY 1972 Pre-test
Grade 4 FY 1973 Post-test

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills--Arithmetic Total	April 1972	Form 3 Level A	3,884 2/	Mean 2.7 Median 2.6 S/D .6	N/A
POST-TEST RESULTS					
Iowa Tests of Basic Skills--Arithmetic Total	April 1973	Form 3 Level B	3,814 2/	Mean 3.5 Median 3.4 S/D .7	N/A

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

2/ Differences in the number of students occurred because there were students who did not receive the appropriate sub-tests which comprise the arithmetic total score.

Note:

a/ These data include those students eligible for Title I services based on teacher judgment.

b/ N/A=Data were not available.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 Pre-Test
Grade 4 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Vocabulary	April 1972	Form 3 Level A	476	2.8	1.1 - 5.3
POST-TEST RESULTS					
Iowa Tests of Basic Skills Vocabulary	April 1973	Form 3 Level B	476	3.4	1.3 - 7.4

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.
b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 Pre-Test
Grade 4 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1972	Form 3 Level A	476	3.0	1.2 - 5.3
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	Form 3 Level B	476	3.2	1.4 - 5.6

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.

b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 Pre-Test

Grade 4 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Composite	April 1972	Form 3 Level A	501	2.8	1.3 - 5.6
POST-TEST RESULTS					
Iowa Tests of Basic Skills Language Composite	April 1973	Form 3 Level B	501	3.3	1.7 - 6.5

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.

b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE IV - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR SCHOOL TERM PROGRAM ONLY

Grade 3 Pre-Test
Grade 4 Posttest

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Arithmetic Composite	April 1972	Form 3 Level A	513	2.8	1.1 - 5.1
POST-TEST RESULTS					
Iowa Tests of Basic Skills Arithmetic Composite	April 1973	Form 3 Level B	513	3.5	1.8 - 6.1

1/ Include only those students who took both the pre- and post-test and who participated in the regular term program only.

Note: a/ Data includes only those pupils who were identified by teacher judgment, October 1972.

b/ Data includes only those pupils with matched test scores.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.

b) Use a separate sheet for each grade level and subtest being reported.

c) Mean scores should be reported in grade equivalent form.

d) Report data for nonpublic students separately.

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POST-TESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Post-testing	Number of Children Achieving Indicated Amount of Gain
1 or less	1,006
2	155
3	156
4	152
5	179
6	161
7	140
8	160
9	146
10	168
11	121
12	142
13	111
14	143
15	92
16	114
17	86
18	90
19 and above	403
Total	3,725

* Indicate the following:

-- achievement area tested Reading Comprehension

-- grade level of participants 4

-- whether participants are public school [X] or nonpublic school [ ] students

Note: 1/ Differences in number of students for whom gain scores are reported, May 1972 grade 3 - May 1973 grade 4 and grade equivalent scores for May 1972 and May 1973 occurred because there were those students who did not receive the appropriate sub-test. Those pupils who were eligible for Title I services based on teacher judgment were eliminated if they were not tested in May 1973 in a Title I school.

IV. Program Operation

A. List the problems, if any, encountered in implementing your local fiscal year 1973 Title I projects. (If any of these problems have been resolved, please explain the solution(s) to each one.)

1. By local supervisory/administrative staff

a. The Title I coordinator:

Adapting certain parts of the project to meet individual needs was the main problem I encountered. Through local school visits by staff members, phone calls, and the distribution of the inter-school memo, Learning Made the E.S.E.A. Way, I was able to suggest modifications in curriculum or staff utilization in order to facilitate the implementation of the project. Another problem was the coordination of the various components in the program so that we could cut down on duplication of efforts and utilize the staff to the greatest degree. The initiation of the Title I Curriculum Committee has fostered a better communication between the staff members and resulted in a smoother operation of the programs in the schools.

b. Finance personnel:

The major problems experienced by Finance personnel are largely internal within the Department of Education or due to incapabilities and conflicts in the Finance and Accounting systems between the Department of Education and the City as a result of the Department being fiscally dependent.

Actually, the Accounting Office of the Department of Education wishes to commend the Finance people at the State Department of Education for the good interrelationships and cooperation experienced over the years.

c. Instructional personnel:

The Diagnostic and Prescriptive team was not able to implement its plan for the local schools as early as it had anticipated. However, because of the current pre-planning and the evaluation of the program by administrators, teachers, and staff members, we don't foresee the same kinds of obstacles confronting the team's operation in the ensuing year.

The in-service activities for teachers, parents, and aides were abbreviated because of the mass city-wide reading training program, conducted for the entire Baltimore City Public School system. However, we hope to be able to pursue our plans with modifications according to the needs of the local school staffs.

d. Research personnel:

We were not able to acquire qualified research personnel allocated in the budget until March 1973. This limited the kind of intensified evaluation we anticipated doing.

2. By Principals:

Concerns of the principals were centered around the excessive clerical responsibilities, not being able to decide how money allotment should be spent, the exclusion of 5th and 6th grade classes and the equipment they were unable to get repaired.

3. By Teachers:

The major concerns expressed were the class size being too large, aides being inadequately trained and the turn over of aides.

4. By Aides:

Many aides felt insecure because they had not been trained adequately to work with the various new reading programs in the manner that has been outlined in the project. However, our plans for FY-74 call for extensive training and retraining of aides in order to familiarize them with their roles and to acquaint them with techniques for utilizing varied materials effectively with pupils.

5. By Parents:

Parents feel that the budgeted amounts for the P.A.C. activities have not been ample enough to encourage monitoring of the Title I programs not only in their own schools (sometimes bus fares, baby-sitting costs are involved, precluding parental visiting of schools), but in other BCPS schools as well. Workshops, luncheon meetings, weekend retreats which the parents feel are important to building a strong P.A.C. have been held to a minimum due to tight funding.

6. By the Community:

In the community, the same budget limitations and parental concerns are similar to those cited directly above. Parents and community alike are concerned that there are eligible Title I schools which cannot participate in the needed Title I programs due to curtailed funding.

IV. B. Briefly summarize the nature and outcomes of any modifications made in project activities or operations which altered or departed from those described in the original project application.

1. For the Summer Term 1972:

NONE

2. For the Regular School Term 1972-73:

a. Number of Cultural Enrichment trips were reduced

b. In-service training for teachers and aides abbreviated

c. Health services limited in certain schools.

C. What prompted these modifications? Evaluation of student performance? Observations or opinions of school personnel? Observations or opinions of parents? Budget needs?

None of the above in item IV-B-2 had any noticeable effect on students in academic achievement. Trips were cut as a result of the increase in operational costs. Training for teachers, aides, and other staff personnel was abbreviated due to the City-wide effort in the Right-to-Read retraining of which the Title I Instructional Staff participated. Health services were on a very limited basis in several schools due to the lack of available trained personnel.

IV. D. Cooperation with Other Agencies: Check any of the services or activities listed below which were provided Title I participants by other community groups and agencies.

1. Health Department

   a. (X) Examinations for diagnosis of physical deficiencies

   b. (X) Immunization shots

   c. (X) Dental services

   d. (X) Medical and/or dental personnel for the Title I program

   e. ( ) Liaison services between home and school concerning health problems

2. Department of Social Services

   a. ( ) Lists of children eligible for and receiving medical services to help establish eligibility of Title I children

   b. ( ) Lists of Title I families receiving social services

   c. ( ) Confirmation of family welfare status for coordination of Title I services

   d, (X) Medical and welfare assistance to Title I families

3. Civic Groups

   a. ( ) Community resource persons to discuss current problems of Title I families

   b. (X) Selected services such as provision of glasses to Title I participants by charity clubs and organizations

   c. (X) Food, and/or clothing, supplied by charity organizations

   d. (X) Dissemination services concerning goals and operations of Title I program

   e. (X) Meeting places for Title I parents for socials or discussion sessions

4. Religious Organizations

   a. ( ) Meeting places for socials, or planning sessions

   b. (X) Food and/or clothing for Title I children

   c. ( ) Monetary contributions for food or other emergency services

   d. ( ) Baby sitting services to Title I families

5. Others (not included above):

IV. E. Preservice/Inservice Training: Use Tables VI and VII to provide information concerning preservice and inservice training programs in which Title I staff participated. Use separate sheets for Summer and Regular School Term preservice/inservice sessions. If any inservice sessions were conducted during hours when children were in attendance, indicate who assumed responsibility for instructional activities while teachers and aides were receiving inservice. If either the preservice or inservice training programs were characterized by unique features which were not covered in Tables VI and VII, describe these briefly on a separate sheet.

TABLE VI .- SUMMARY OF INSERVICE TRAINING PROGRAMS
ESEA TITLE I

[ ] Summer Term 1972 [X] Regular School Term 1972 - 73

PROGRAM EMPHASIS (Check items that apply)	PERSONNEL CONDUCTING TRAINING PROGRAM (Check items that apply)	PERSONNEL PARTICIPATING (Specify numbers for a/ each group participating)	LENGTH AND LOCATION OF TRAINING SESSIONS (Check items that apply)
[X] Review of the objectives of the Title I program	[X] Local supervisory staff	Central Office Staff:	Length:
[X] Orientation and schedules for the program	Local School Personnel:	(X) Supervisory/Administrative	[ ] 1/2 day
[X] Roles of teacher and teacher aide in the teacher/aide team	[X] Principals	(X) Subject Specialists	[ ] 1 day
[X] Joint teacher - teacher aide planning for instructional activities	[X] Teachers	( ) Ancillary/Supportive	[ ] 2 days
[X] Joint teacher - teacher aide approaches to instruction	[ ] Aides	School Personnel:	[X] 3-5 days
[ ] Team (teacher/aide/resource or helping teacher) approach to instruction	[ ] University Consultants (Identify) _____ _____	(X) Principals (X) Teachers (X) Aides (X) Librarians ( ) Library Aides ( ) Other	[ ] 6-10 days
[X] Means of identifying and diagnosing individual student learning needs	[ ] Consultants from other school systems (identify) _____ _____	Specialized and Community Personnel:	[ ] more than 10 days
[ ] Development of language and reading readiness skills for pre-school and early elementary children	[ ] People from community agencies (identify) _____ _____	( ) Resource personnel ( ) Parents ( ) Community Volunteers (X) Other(s) _____ _____ _____	Location:
[X] Methods of individualizing reading instruction	[ ] SEA staff (identify) _____ _____		[X] In central location
[X] Development of student self-concept	[ ] Parents		[X] In individual schools
[X] Role of parents in reinforcing instructional activities	[X] Other (identify) SRA Consultant _____		[ ] In classrooms
[X] Construction of materials and utilization of special instructional equipment			[ ] Other: _____ _____
[X] Record keeping and analysis of test data			
[X] Readying of classrooms for opening of school			
[ ] Other: _____ _____			

a/ See Attached chart pp. 17a,b,c,d,e,f,g,h,i,j,k.

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	SUP. PRINCIPALS DIRECTORS	PRO.	PARENTS	TOTAL
1.	8/28-30/72 9:00 - 3:30	Sheraton Motor Inn, Washington Beltway	Refresher Course for Super. Per. who monitor Distar I & II	S.R.A. Consultant Linda Meyers and Beatrice Avery	-	-	9	4		12		-	25
	IN-SERVICE ACTIVITIES												
2.	9/11/72 8:30 - 11:15	School #250	Distar Workshop for New Level I Aides	S.R.A. Consultant Valarie Anderson & Beatrice Avery	68	-	11	1		1		-	81
3.	9/11/72 12:30 - 3:00	School #250	Distar Workshop for New Level II Aides	S.R.A. Consultant Valarie Anderson & Beatrice Avery	55	-	8	1		-		-	64
4.	9/12/72 12:30 - 3:00	School # 10	Read Workshop for Rdg. Tchrs. Using Program	Read Salesman, Charles Micklos & Beatrice Avery	3	14	44	14		1		-	77
5.	9/14/72 12:30 - 3:00	School #250	Distar Workshop for Tchrs. of Pupils Who Completed Level II	S.R.A. Consultant Valarie Anderson & Beatrice Avery	1	23	13	1		1		-	39
6.	9/15/72 8:30 - 11:15	School #250	Distar Workshop for New Level I Teachers	S.R.A. Consultant Valarie Anderson & Beatrice Avery	-	69	12	3		-		-	84
7.	9/15/72 12:30 - 3:00	School #250	Distar Workshop for New Level II Teachers	S.R.A. Consultant Valarie Anderson & Beatrice Avery	-	58	13	2		1		-	74

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	ADMINISTRATORS SUP. PRO. PRINCIPALS DIRECTORS	PARENTS	TOTAL
8.	9/19/72 12:30 - 3:00	School #250	Stern Workshop for Aides & Teachers	Stern Consultant Mable Murray and Beatrice Avery	23	49	33	5		10	-	120
9.	9/21/72 8:30 - 11:15	School # 10	Ginn 360 Workshop for Aides & Teachers	Consultant Judy Parker and Beatrice Avery	7	55	42	7		3	-	114
10.	9/22/72 8:30 - 11:15	School # 10	Ginn 360 Workshop for Aides & Teachers	Consultant Judy Parker and Beatrice Avery	6	57	39	7		9	-	118
11.	9/26/72 8:30 - 11:15	School # 10	Bank Street Workshop for Aides and Teachers	Consultant Alma Kelly and Beatrice Avery	12	28	27	1		1	-	69
12.	9/27/72 8:30 - 11:15	School # 10	Bank Street Workshop for Aides and Teachers	Consultant Alma Kelly and Beatrice Avery	11	29	22	1		2	-	65
13.	10/2/72 8:30 - 11:15	School # 10	Lippincott Workshop for Aides and Teachers	Consultant Joan Perry and Beatrice Avery	15	60	43	8		6	-	132
14.	10/3/72 8:30 - 11:15	School # 10	Lippincott Workshop for Aides and Teachers	Consultant Joan Perry and Beatrice Avery	16	66	43	9		3	-	137
15.	10/10/72 8:30 - 11:15	School # 8	Bookmark Workshop for Aides and Teachers	Consultant Annie Richardson and Beatrice Avery	2	36	40	3		2	-	83

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	ADMINISTRATORS SUP. PRO. PRINCIPALS DIRECTORS	PARENTS	TOTAL
16.	10/11/72 8:30 - 11:15	School # 8	Bookmark Workshop for Aides and Teachers	Consultant Annie Richardson and Beatrice Avery	-	37	35	3		3	-	78
17.	10/17/72 8:30 - 3:00	School #250	S.R.A. Basic Reading Wksp for Aides and Teachers	Consultant Sister and Beatrice Avery	5	17	20	1		1	-	44
18.	11/9/72 12:30 - 3:00	School #150	Phonetic Key Workshop for Aides & Teachers	Salesman Arnold Cleveland, Consultant, & B. Avery	4	17	4	-		1	-	26
19.	11/28/72 8:30 - 11:15	School # 10	Controlled Reader Utilization Wksp for Aides & Teachers	Salesman Walter Whaler and Beatrice Avery	8	10	9	1		3	-	31
20.	11/28/72 12:30 - 3:00	School # 10	Controlled Reader Utilization Wksp for Aides & Teachers	Salesman Walter Whaler and Beatrice Avery	9	15	16	4		-	-	44
	IN-SERVICE ACTIVITIES PLANNED PRIMARILY FOR READING RESOURCE TEACHERS											
21.	10/25/72 1:00 - 3:00	School # 8	Sharing of Techniques for teaching Distar I	Ida Quarles, Program Asst. for Corr. Rem. Rdg and Hilda Carter Rdg Tchr Sch. #8	-	-	5	1		4	3	13
22.	10/26/72 1:00 - 3:15	School # 97	Sharing of Techniques for teaching Distar I	Ida Quarles & Leona Roberts, Rdg Tchr. School #97	1	2	13	1		2	-	19
23.	10/27/72 1:00 - 3:00	School #37	Sharing of Techniques for	Ida Quarles & Iolas Drake, Rdg Tchr.	1	3	6	-		3	-	13

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	ADMINISTRATORS SUP. PRO. PRINCIPALS DIRECTORS	PARENTS	TOTAL
24.	10/30/72 9:30 - 12:00	School # 19	Read Workshop & Demonstration	Ida Quarles and Consultant Marjorie Richards	1	11	7	1		2	-	22
25.	10/31/72 9:15 - 11:15	School # 19	Read Workshop & Demonstration	Ida Quarles	-	6	8	1		2	-	17
26.	10/31/72 1:00 - 3:00	School #250	Read Workshop Tech. for Adapting the Pro. to fit Local Needs	Consultant Marjorie Richards and Beatrice Avery	-	-	32	1		2	-	35
27.	11/1/72 1:00 - 3:00	School # 8	Distar Workshop	Ida Quarles & Hilda Carter	-	-	6	1		3	-	10
28.	11/2/72 1:00 - 3:00	School # 97	Distar Workshop	Ida Quarles & Leona Roberts	1	2	14	1		3	-	21
29.	11/3/72 1:00 - 3:00	School # 37	Distar Workshop	Ida Quarles & Iolas Drake	-	1	8	-		3	-	12
30.	11/8/72 1:00 - 3:00	School # 8	Distar Workshop	Ida Quarles & Hilda Carter	-	-	8	1		4	-	13
31.	11/9/72 1:00 - 3:00	School # 97	Distar Workshop	Ida Quarles & Leona Roberts	-	-	11	-		3	-	14
32.	11/10/72 9:00 - 11:30	School # 37	Distar Workshop	Ida Quarles & Iolas Drake	-	1	9	-		3	-	13
33.	11/29/72 12:30 - 3:00	School #250	S.R.A. Lab Workshop	Salesman Jack Kilchenstein & Beatrice Avery	2	-	18	4		4	-	28
34.	10/10/72 12:30 - 3:00	School #250	Distar Workshop	Consultant Linda Meyers & Beatrice Avery	-	-	43	2		2	-	47

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	ADMINISTRATORS SUP. PRO. PRINCIPALS DIRECTORS	PARENTS	TOTAL
35.	10/9/72 8:30 - 11:30		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
36.	10/9/72 12:30 - 3:00		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
37.	10/10/72 8:30 - 11:30		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
38.	10/11/72 8:30 - 11:30		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
39.	10/11/72 12:30 - 3:00		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
40.	10/12/72 8:30 - 11:30		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
41.	10/13/72 12:30 - 3:00		Local School Visits to Dem. & Monitor Distar	Consultant Linda Meyers & Beatrice Avery								
42.	10/4/72 8:30 - 11:30	School #200	Local School Visits to Dem. & Monitor Lippincott Program	Consultant Joan Perry & E. Powell, Reading Teacher								
43.	10/4/72 12:30 - 3:00	School # 30	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry & Catherine Carrington, Reading Teacher								
44.	10/5/72 12:30 - 3:00	School #119	Local School Visits to Dem. & Monitor	Joan Perry & Geraldine Barbour								

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	SUP. DIRECTORS	PRO. PRINCIPALS	PARENTS	TOTAL
45.	10/16/72 8:30 - 11:15	School #161	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry and Beulah Caldwell, Reading Teacher									
46.	10/18/72 8:30 to 11:15	School #122	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry and Senior Teacher #122									
47.	10/18/72 12:30 - 3:00	School # 4	Local School Visits to Dem. & Monitor Lippincott Program	Consultant Joan Perry & Teacher #4									
48.	10/19/72 8:30 - 11:30	School #121	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry and Beatrice Avery									
49.	10/20/72 8:30 - 3:00	School #118	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry & Rosetta Stitch, Reading Teacher #118									
50.	10/30/72 12:30 - 3:00	School #159	Local School Visits to Dem. & Monitor Reading Program	Consultant Marjorie Richards and Beatrice Avery									
51.	10/31/72 8:30 - 11:30	School # 23	Local School Visits to Dem. & Monitor Reading Program	Marjorie Richards and Beatrice Avery									
52.	11/3/72 8:30 - 11:30	School # 92	Local School Visits to Dem. & Monitor Reading Program	Marjorie Richards and Beatrice Avery									
53.	11/1/72 8:30 to 11:30	School # 61	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry and Priscilla Mason & Aline Lyde									
54.	11/3/72 8:30 - 11:30	School #159	Local School Visits to Dem. & Monitor Lippincott Program	Joan Perry and Beatrice Avery									

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS SPEC. ASST. AREA	ADMINISTRATORS SUP. PRO. PRINCIPALS DIRECTORS	PARENTS	TOTAL
55.	11/6/72 8:30 - 11:30	School # 74	Local School Visits to Monitor Bookmark Program	Anne Richardson and Audrey Davis								
56.	11/6/72 12:30 - 3:00	School #113	Local School Visits Monitor Bookmark Program	Anne Richardson and Audrey Davis								
57.	11/8/72 8:30 - 3:00	School #107	Local School Visits to Monitor Bookmark Program	Anne Richardson and Barbara Hill								
58.	11/9/72 8:30 - 3:00	School # 8	Local School Visits to Monitor Bookmark Program	Anne Richardson and Ida Quarles								
59.	11/13/72 8:45 - 11:15	School # 16	Demonstrate Bank Street Program	Audrey Davis, Ele. Sup., Alma Kelly Consultant	-	8	2	1	4	-		15
60.	11/14/72 1:15 - 3:15	School #113	Demonstrate Bank Street Program	Audrey Davis and Alma Kelly	-	9	1	-	2	-		12
61.	11/15/72 8:45 - 11:00	School # 8	Monitor Book mark Dem. for Class Teacher	Anne Richardson & Rose Salner, Rdg. Teacher #8	1	13	7	1	4	-		26
62.	11/16/72 8:30 - 10:45	School #107	Monitor Book mark Dem. for Class. Teacher	Barbara Hill, Spec. and Thelma Craig, Senior Teacher #107	-	5	4	3	3	-		15
63.	12/6/72 8:30 - 11:30	School # 74	Set up Dem. of Ginn 360 Materials	Judy Parker and Beatrice Avery								
64.	12/14/72 8:30 - 11:30	School # 74	Dem. Ginn 360 Material with Pupils	Ida Quarles & Audrey Davis and Judy Parker	N/A	N/A	N/A	N/A	N/A	N/A		

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec, Asst. Area	Sup, Pro. PRINCIPALS DIRECTORS	PARENTS	TOTAL
65.	12/15/72 8:30 - 11:30	School # 74	Dem. Ginn 360 Material with Pupils	Audrey Davis and Judy Parker	N/A	N/A	N/A	N/A		N/A	N/A	
	ACTIVITIES PLANNED FOR READING RESOURCE TEACHERS											
66.	12/11/72 8:30 - 11:30	School # 8	To monitor Rd. Resource Tchrs	Distar Consultant - Linda Meyers			4			-		4
67.	12/11/72 12:30 - 3:00	School #126	Ability to Teach the Distar Program	Linda Meyers			4			1		5
68.	12/12/72 8:30 - 11:30	School # 16	"	" "			2					2
69.	12/12/72 12:30 - 3:00	School # 37	"	" "			4					4
70.	12/13/72 8:30 - 11:30	School #149	"	" "			9					9
71.	12/13/72 12:30 - 3:00	School #225	"	" "			2					2
72.	12/14/72 8:30 - 11:30	School #107	"	" "			7			1		8
73.	12/14/72 12:30 - 3:00	School #122	"	" "			9					9
74.	12/15/72 8:30 - 11:30	School # 19	"	" "			2					2
75.	12/15/72 12:30 - 3:00	School #138	"	" "			6					6

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec, Sup, Pro. ASST. PRINCIPALS AREA DIRECTORS	PARENTS	TOTAL
	LOCAL SCHOOL VISITS BY CONSULTANTS										
76.	11/27/72 2:00 - 3:30	School # 22	Conference with staff	Consultant Joan Perry and Alma McAvoy, Prin.							
77.	11/28/72 8:30 - 11:30	School #61	Monitor & Dem. Lippincott	Consultant Joan Perry Priscilla Mason Rd. Teacher, #61							
78.	11/29/72 8:30 - 11:30	School #159	Monitor & Demonstrate Lippincott	Joan Perry and Judy Coleman, Rd. Tchr. #159 and Laura							
79.	11/30/72 8:30 - 3:00	School #159	Monitor & Demonstrate Lippincott	Randolph, Senior Teacher #159							
80.	12/1/72 8:30 - 11:30	School #159	Monitor and Demonstrate Lippincott	SAME AS ABOVE							
81.	12/12/72 8:30 - 11:30	School #101	Monitor and Demonstrate Lippincott	Joan Perry and Annie Thompson, Assist. Prin. #101							
82.	12/12/72 12:30 - 3:00	School #148	Monitor and Demonstrate Lippincott	Joan Perry & Austin Williams, Assist. Principal #148							
83.	12/13/72 8:30 - 11:30	School #142	Monitor and Demonstrate Lippincott	Joan Perry and Edgar Lansey, Principal #142							
84.	12/14/72 8:30 - 11:30	School # 32	Monitor and Demonstrate Lippincott	Joan Perry and Mary Lewis, Principal #32							

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec, Sup, Pro. ASST. PRINCIPALS AREA DIRECTORS	PARENTS	TOTAL
85.	12/15/72 8:30 - 11:30	School #104	Monitor and Demonstrate Lippincott	Joan Perry and Arnita Woodlon, Principal #104 Consultant							
86.	12/13/72 8:30 - 11:30	School #137	Monitor and Demonstrate Lippincott	Marjorie Richards & Amy Weaver, Principal #137							
87.	12/14/72 12:30 - 3:00	School #250	Classroom Visits & Faculty Mtg.	Marjorie Richards and Beatrice Wright Assist. Prin. #250							
88.	12/15/72 8:30 - 11:30	School #238	Dem. materials and Conf. with Staff	Marjorie Richards & Catherine Smith, Rd. Teacher #238							
89.	12/15/72 12:30 - 3:00	School # 2	Classroom Visits & Conf. with Staff	Marjorie Richards & Irvin Epstein, Principal #2							
90.	1/16/73 8:30 - 11:30	School #161	Classroom Visits & Conf. with Staff	Marjorie Richards & Beaulah Caldwell, Senior Teacher #161							
91.	1/17/73 8:30 - 11:30	School #112	Classroom Visits & Conf. with Staff	Marjorie Richards & Mildred Harriday, Reading Tchr. #112							
92.	1/17/73 12:30 - 3:00	School # 16	Classroom Visits & Conf. with Staff	Marjorie Richards & Ann Moore, Reading Teacher #16							
93.	1/18/73 8:30 - 2:30	School # 35	Classroom Visits & Conf. with Staff	Marjorie Richards & Myra Harris, Assist. Principal #35							

E.S.E.A. Title I Elementary Basic Skills Pre-Service and In-Service Training FY 1973

	Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec, Sup, Pro. ASST. PRINCIPALS AREA DIRECTORS	PARENTS	TOTAL
94.	1/19/73 8:30 - 11:30	School # 95	Classroom Visits & Conf. with Staff	Marjorie Richards & Louise Murphy, Principal # 95							

N/A = Not available

Note:

1/ Activity number one was pre-service training.

2/ Activities numbering from thirty-five, through fifty-eight were consultant visits made to individual classes to observe and/or demonstrate techniques.

3/ Activity number sixty-three was consultants visit with school administrators to make plans for a demonstration.

4/ Activities numbering from seventy-six through ninety-four were consultants visits the nature of which varied with the need as seen by the school administrators.

Source: Beatrice W. Avery, Specialist in Staff Development, E.S.E.A. Title I Elementary Basic Skills.

TABLE VII - SUMMARY OF ONGOING INSERVICE TRAINING PROGRAMS
UNDER TITLE I

[ ] Summer Term 1972 [X] Regular School Term 1972 - 73

PROGRAM EMPHASIS (Check items that apply)	PERSONNEL CONDUCTING TRAINING PROGRAM (Check items that apply)	PERSONNEL PARTICIPATING (Specify numbers for a/ each group participating)	LENGTH, FREQUENCY AND LOCATION OF TRAINING SESSIONS	TIME OF DAY WHEN TRAINING SESSION CONDUCTED
[X] Review of the objectives of the Title I program [X] Orientation and schedules for the program [X] Roles of teacher and teacher aide in the teacher/aide team [X] Joint teacher - teacher aide planning for instructional activities [X] Joint teacher - teacher aide approaches to instruction [ ] Team (teacher/aide/resource or helping teacher) approach to instruction [X] Means of identifying and diagnosing individual student learning needs [X] Methods of individualizing reading instruction [X] Development of language and reading readiness skills for pre-school and early elementary children [X] Development of student self-concept [X] Role of parents in reinforcing instructional activities [X] Construction of materials and utilization of special instructional equipment [X] Record keeping and analysis of test data [ ] Other: _____	[X] Local supervisory staff Local School Personnel: [X] Principals [X] Teachers [X] Aides [ ] University consultants (Identify) _____ [ ] Consultants from other school systems (Identify) _____ [ ] People from community agencies (Identify) _____ [ ] SEA staff (Identify) _____ [ ] Parents [X] Other (Identify) Consultants from publishing houses	Central Office Staff: (X) Supervisory/Administrative (X) Subject Specialists ( ) Ancillary/Supportiv School Personnel: (X) Principals (X) Teachers (X) Aides ( ) Librarians ( ) Library Aides ( ) Other Specialized and Community Personnel: (X) Resource personnel ( ) Parents ( ) Community Volunteers ( ) Other(s) _____	Frequency: [ ] Twice a year [ ] Monthly [ ] Bi-weekly [X] Other No Specific Regularity Length: [X] Full day [X] Half-day [X] Two hours or less Location: [X] In central location [X] In individual schools [X] In classrooms [ ] Other: _____	[ ] A. M. during school hours [X] P. M. during school hours [X] Professional release time [ ] P. M. after school hours [ ] Saturdays [ ] Other: _____

a/ See Attached Charts pp.18a,b, c, d, e,

( ) Total number of inservice sessions

( ) Total number of inservice sessions involving joint training of teachers and aides

IN SERVICE TRAINING E.S.E.A. TITLE I ELEMENTARY BASIC SKILLS SPECIAL CURRICULUM FY 1973

Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec. Princ.	Sup. Area	Pro. Directors	Ass. Directors	PARENTS	TOTAL
November 1972													
11-28 12:30-3:00	#161	Lippincott Workshop	Jane Birckhead Leoner Pye	0	7	8	3	1 Spec.					19
11-29 12:30-3:00	#161	"	"	1	8	7	2	0					18
December 1972													
12-1 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	3	2						5
12-4 8:30-11:30	#145	Catherine Stern Wksh.	Jane Birckhead Leoner Pye	0	21	3	5	1 Spec.					30
12-5 8:30-11:30	#145	"	"	18	23	3	5	1 Spec.					50
12-6 8:30-11:30	# 7	Distar Workshop	Jane Birckhead Leoner Pye	0	2	4	3						9
12-7 8:30-11:30	# 7	Distar Workshop	"	2	4	5	2						13
12-8 12:30-3:00	# 40	Staff Workshop	Jane Birckhead Leoner Pye	0		5	2						7
12-11 8:30-11:30	# 53	BookMark Workshop	Jane Birckhead Leoner Pye	0	9	5	4	1 Spec.					19
12-12 8:30-11:30	# 35	Chandler Workshop	Jane Birckhead Leoner Pye	0	6	5	3						14
12-12 12:30-3:00	# 35	Chandler Workshop	Jane Birckhead Leoner Pye	5	7	6	4						22
12-13 8:30-11:30	# 53	BookMark Workshop	Jane Birckhead Leoner Pye	8	8	6	5	1 Spec.					28
12-14 8:30-11:30	# 19	Read Workshop	Jane Birckhead Leoner Pye	1	8	6	6						21

IN SERVICE TRAINING E.S.E.A. TITLE I ELEMENTARY BASIC SKILLS SPECIAL CURRICULUM FY 1973

Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec. PRINC.	Sup. Area	Pro. Directors	Ass.	PARENTS	TOTAL
12-14 12:30-3:00	# 26	Ginn 360 Workshop	Jane Birchead Leoner Pye	1	5	6	6	1 Spec.					19
12-15 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	5	2						7
12-21 8:30-11:30 12:30-3:00	#140	"	Jane Birckhead Leoner Pye	0	0	5	2	1 Spec.					8
January 1973													
1-2 8:30-3:00	#161	Staff Workshop	Jane Birckhead Leoner Pye	0	0	7	2	1				0	10
1/12 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	5	2	0				0	7
1/19 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	5	2	1				0	8
1/26 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	5	2	1				0	8
1/29 8:30-3:00	#140	Staff Workshop Sharing Act.	Jane Birckhead Leoner Pye	0	0	7	2	1				0	10
February 1973													
2/2 12:30-3:00	#140	Staff Workshop List.Act.	Jane Birckhead Leoner Pye	0	0	7	2	1				0	10
2/8 8:30-11:30	#126	SRA-Reading Wksh.	Jane Birckhead Leoner Pye	5	8	7	5	0				0	25
2/9 12:30-3:00	#140	Staff Wk. Overview of Act.	Jane Birckhead Leoner Pye	0	0	7	2	0				0	9
2/21 8:30-11:30	# 19	Reading Workshop	Jane Birckhead Leoner Pye	5	9	7	3	1				0	25
2/23 8:30-11:30	# 26	Ginn 360 Workshop	Jane Birckhead Leoner Pye	1	8	7	4	1				0	21

IN SERVICE TRAINING E.S.E.A. TITLE I ELEMENTARY BASIC SKILLS SPECIAL CURRICULUM FY 1973

Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	REACING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec. Princ.	Sup. Area	Pro. Directors	Ass.	PARENTS	TOTAL
2/23 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	7	2	0				0	9
2/27 8:30-11:30	# 10	Allyn-Bacon Workshop	J.Birckhead Leoner Pye	0	2	7	3	1				0	13
2/28 8:30-11:30	# 10	"	"	0	2	7	7	2				0	18
March 1973													
3/1 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	7	2	2				0	11
3/8 12:30-3:00	#140	"	"	0	0	7	2	1				0	10
3/16 12:30-3:00	#161	Staff Workshop Stern-DRA	Jane Birckhead Leoner Pye	0	0	7	2	0				0	9
3/21 8:30-11:30	#126	Distar Dem. J. Wright	J. Birckhead Leoner Pye	1	1	7	2	1				0	12
3/23 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	7	2	0				0	9
3/27 12:30-4:00	# 26	Aides Workshop	Jane Birckhead Leoner Pye	33	0	7	2	3				0	45
3/29 12:30-4:00	#150	"	"	32	0	7	0	7				0	46
April 1973													
4/6 12:30-3:00	#140	Staff Workshop	Jane Birckhead Leoner Pye	0	0	7	2	0				0	9
4/24 8:30-11:30	#140	"	Jane Birckhead	0	0	4	2	0				0	6
4/25 1:30-4:00	# 19	Reading Workshop	Jane Birckhead	40	40	7	4	5				0	94
May 1973													
5/11 9:00-12:00	Village of Cr. Keys	Rumple-stiltskin	Jane Birckhead L. Pye	21	21	7	2	0				0	>1

IN SERVICE TRAINING E.S.E.A. TITLE I ELEMENTARY BASIC SKILLS SPECIAL CURRICULUM FY 1973

Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec. Princ.	Sup. Pro. Ass. Area Directors	PARENTS	TOTAL
5/17 8:30-11:30	# 19	Reading Geo.Cureton	J. Birckhead Leoner Pye	21	31	8	2	9		0	50
12:30-3:00	# 19	"	"	0	30	0	[illegible]	1		0	33
5/18 9:00-12:00	Village of Cr. Keys	Rumple-stiltskin	J. Birckhead Leoner Pye	23	23	7	2	0		10	65
5/23 8:30-11:30	#140	Lec-Demon. Dr. E. Ward	J. Birckhead Leoner Pye	1	29	1	2	3		0	36
5/24 8:30-11:30	# 13	Lec-Demon. Dr. E. Ward	J. Birckhead Leoner Pye	1	32	6	2	3		0	44
5/25 9:00-12:00	Village of Cr. Keys	Rumple-stiltskin	J. Birckhead Leoner Pye	23	23	7	2	0		0	55
June 1973											
6/1 8:30-3:00	#140	Staff Workshop Mak.Up Test	J. Birckhead Leoner Pye	0	0	7	2	1		0	10
6/4 8:30-3:00	#140	Staff Workshop Prep. Test	J. Birckhead Leoner Pye	0	0	7	2	0		0	9
6/5 8:30-11:30	# 97	Balto Ballet	J. Birckhead Leoner Pye	16	16	7	2	1		0	42
12:30-3:00				14	14	7	2	0		0	37
6/7 8:30-11:30	#250	Sp.Cur.Cl. B.A.Theatre	J. Birckhead Leoner Pye	13	13	7	2	3		0	38
12:30-3:00				20	20	7	2	2		0	51
6/8 8:30-3:00	#140	Staff Workshop	J. Birckhead Leoner Pye	0	0	7	2	0		0	9
6/14 8:30-3:00	#140	Staff Workshop	J. Birckhead Leoner Pye	0	0	7	2	0		0	9
6/15 8:30-3:00	#140 6161	Staff Worksnop	J. Birckhead Leoner Pye	0	0	7	2	0		0	9

IN SERVICE TRAINING E.S.E.A. TITLE I ELEMENTARY BASIC SKILLS SPECIAL CURRICULUM FY 1973

Date and Time of Each Session	LOCATION	PURPOSE	PERSON IN CHARGE POSITION	AIDES	CLASSROOM TEACHERS	READING TEACHERS	SENIOR TEACHERS	ADMINISTRATORS Spec. Princ.	ADMINISTRATORS Sup. Pro. Ass. Area Directors	PARENTS	TOTAL
6/18 8:30-3:00	#140	Staff Workshop	J. Birckhead Leoner Pye	0	0	7	2	0		0	9
6/19 8:30-3:00	#140	Staff Workshop	J. Birckhead Leoner Pye	0	0	7	2	0		0	9

Source: Mrs. Jane Birckhead and Mrs. Leoner Pye, Senior Teachers E.S.E.A. Title I Elementary Basic Skills Special Curriculum.

Right To Read Workshop for School-Home Liaison Workers E.S.E.A. Title I Elementary Basic Skills Parent Involvement Program

FY 1973

Purpose: The workshop was designed to train School-Home Liaison Workers in leadership skills. Focus was put on the process of training liaisons how to help parents reinforce their children's reading skills at home.

Date & Time	Focus	Person-In-Charge
5/1/73 8:30-4:00	Overview of Workshop General Background in Skill Development	Mrs. L. G. Hasty Mrs. I. Quarles
5/2/73 8:30-4:00	Reading Programs	Mrs. B. Avery
5/3/73 8:30-4:00	Observing and Constructing Activities Designed to Reinforce Word Recognition and Comprehension Skills	Mrs. L. Pye

Source: Mrs. Lea G. Hasty, Specialist E.S.E.A. Title I Elementary Basic Skills Parent Involvement Program.

See Attached Parent Involvement Narrative & Tables

IV. F. Involvement of Title I Parents: Check those activities included as a part of the program that were designed to involve the parents of Title I children in the program.

1. ☐ Program planning conferences
2. ☐ Individual school advisory committees
3. ☐ Employment as aides in classroom
4. ☐ Classroom visits by parents
5. ☐ Regularly scheduled school meetings
6. ☐ Use as volunteer aides
7. ☐ Home visits by school personnel
8. ☐ Social activities
9. ☐ Other: (List)

INTRODUCTION

Parent involvement in the Baltimore City Public Schools began as an established program September 1971. Training began in October and by November School-Home Liaison Workers had been assigned to 23 schools. The goal of parent involvement is to enhance the educational opportunities of children in the Title I program. The program goal will be met through accomplishing the following general and specific objectives:

General Objectives

1. Involve the parents and school personnel in a cooperative system of activities which will increase the educational opportunities of the children both in school and at home.

2. Improve school-home relationships by enabling parents and school personnel to work together to define their roles as they pertain to the children in the project and to identify family needs and resources, including those of the community and school.

3. Provide teachers and administrators with opinions and viewpoints that will lead to better analysis of the needs of the target population and more relevant program planning.

4. Sustain parental interest through a program of training.

5. Develop the skills needed by school personnel to function effectively in a working relationship with parents and other community members.

Specific Objectives

1. To have parents provide the time, space, and supervision for the child to read at least one library book per week.

   The supervision will take the form of encouragement, removing distractions, and assisting the child in comprehension (when the child needs help).

2. To have parents participate in workshops designed to educate them in human growth and development as related to test performance, potential, and achievement.

3. To have parents enrich classroom learning by bringing in new thoughts, attitudes, and ideas through participation as parent volunteers in classroom activities.

Discussion

At mid-year of FY 1972-73 the total Parent Involvement Program activities were viewed for a four-fold purpose: (1) to determine the broad activity areas which were not meeting the needs of the parents as determined by ratings; (2) to determine the kinds of activities which were operating; (3) to solicit suggested improvements in the program; and (4) to rate the School-Home Liaison Worker. This portion of the findings is not being presented as we believe that this information is for the use of the project manager and beyond the scope of this report.

There were 15 broad activity groups covered, each of which were to be rated on a scale of one (poor) to six (superior). There were 71 ESEA Title I elementary schools from which responses to the questionnaire were received. Sixty-three was the maximum number of schools from which responses were received for these broad activity groups. The groups for which the 63 responses were received were namely: singing groups, bowling teams, volleyball teams, parent volunteers as coaches, and similar functions in regular school program, volunteer services from community residents to serve as certified life guards, to serve as workers during Title I week for winter program and for summer program. The data show that of the 63 schools, a rating of both superior and excellent was received from 12-19%. It is noted that in each of these groups more than 50% were not rated.

In the broad activity group, parent education discussion groups with speakers, there were 11 categories from which speakers could be drawn. The data show the schools were more heavily represented with speakers from among community leaders, (86.8%), social workers and educators (69.8%) and from the police department (64.2%). Fifty-three schools responded to this question. See tables 1 and 2, pages 19h and i, for detailed percentage distributions.

In the broad activity group rap sessions on parent concerns, there were three areas of concern. There were 57 schools from which responses were received. The data show that each of the three areas of concern enjoyed almost equal popularity. See Table 3, page 19j, for detailed information.

The broad activity group, demonstrations for homemaking, was related to five specific activities. Demonstrations by art teachers were the most frequent with 61.1%; seamstresses the next with 52.8% and decorators with 41.7%. Data for this question was received from 36 of the 63 reporting schools. Table 4, page 19k, provides detailed information.

Responses to the broad activity group, classes for educational enrichment, were received for 52 of the 63 responding schools. In this group there were seven types of classes, of which art and handicraft were reported more frequently with 63.5%. Community resources and reading was next most frequently reported with 48.1%. Consumer education was reported by 34.6% of the schools. Table 5, page 19L, provides detailed information.

Fifty-seven of the 63 reporting schools responded to the broad activity group, classroom volunteers. In this group there were 12 specific types of services, of which accompanying classes on trips as chaperones was reported by 93% of the schools. The next most frequently reported service was assisting with snack time, (73.7%), while listening to a child read privately was reported by 68.4% of the schools. Assisting teachers or aides with bulletin boards and exhibits, making costumes and assisting in making scenery for plays were services that were of equal frequency with 49.1%. Forty-five percent of the schools reported volunteers helping in various capacities in culminating activities, Table 6, page 19m, provides detailed information.

Forty-nine of the 63 schools reporting responded to the broad activity group called office volunteers. This group was comprised of seven specific services, four of which were reported by most of the schools. Working with the liaison in recruitment of community and parent volunteers was reported by 79.6% of the schools while assisting the School-Home Liaison in gathering, cleaning and labeling cloths for the emergency clothing bank and distributing notices and materials to classrooms was reported by 77.6% and 71.4% respectively. A little over 63% of the schools reported services in the area of assisting the administrators in accompanying children who need to be escorted home. See Table 7, page 19n, for detailed information.

In the broad activity group, recreation activities for parents only, responses were received from 47 of the 63 reporting schools. This group was comprised of eleven recreation activities, four of which were reported with more frequency. Tours of Baltimcre were reported by 51.1%; pot luck luncheon meetings yielded 42.6% participation; luncheons and demonstrations were reported by 40.4% and tours of other communities by 38.3%. Table 8, page 19o, provides a further breakdown of the data.

In the broad activity group labeled family fun, responses were received from 50 of the 63 reporting schools. The group was comprised of thirteen specific activities, two of which were reported by more schools than any other -- Christmas activities and making decorations for seasons or holidays (68% and 60% respectively.) There were four activities--picnics on the school site, nearby park or beach (financed by dutch treat family) during summer session, fashion shows, slimnastics classes and activities related to Thanksgiving were reported by slightly more than 30% of the responding schools. Table 9, page 19p, for detailed data.

In order to view the total program in respect to broad program areas, a composite rating was calculated and is the average of the broad program activity groups or categories. Ratings were claculated for 62 of the 63 responding schools. The data revealed that broad program activity groups were rated very good to good by the greater percent of schools, (30.6). Twenty-one percent rated the group fair, 9.7% poor and 3.2% superior.

Data was collected as to the month and year the Parent Involvement Program began in the schools; the data show that 66.7% of the 63 reporting schools had parent involvement activities in operation and a School-Home Liaison represntative in the school between October and December 1971. The remaining 33.3% had on-going programs and a School-Home Liaison worker in the school between February and December 1972. Table 10, page 19q, provides detailed information.

Summary

The summary based on 50 or more schools rating the broad activity groups revealed that most favored groups were rap sessions on parent concerns, classroom volunteers, parent education discussion groups with speakers and classes for educational enrichment. Community leaders as speakers were more frequently represented than speakers from any other area or profession. Rap sessions on family problems seemed to be of great concern. Demonstrations by art teachers appeared more frequently than any other type od demonstration. In classes for educational enrichment, again art and handicraft took first place. Accompanying classes on trips as chaperones occurred im more schools than any other service performed by classroom volunteers. Office volunteers played a large part in recruiting other community and parent volunteers. Touring the city and pot luck luncheon meetings were favored activities for parents only. Christmas activities and making decorations for holiday seasons were the two most frequently reported for family fun.

Based on the composite ratings the total program ranged from very good to good as reported by over 60 percent of the 62 schools for which total ratings were calculated. By December 1971 over half of the schools had on-going or were beginning a structured program in the school.

At the end of the school year, data relating to the specific functions of the Home-School Liaison worker showed that conferences held at school with parents totaled over 5,000. Conferences with staff was the next highest category with a total of over 3,000, while those held with representatives of outside agencies was slightly over 2,000. The least number of conferences were held with pupils and totaled over 700. Home visits were quite high and totaled over 4,000. The number of parents attending group activities ranged from 3 to 973 with 799 and 973 attending in School #53 and #225 respectively. There were fourteen schools that had 40 or more volunteer services performed by parents, while there were 52 schools that had ten or more group activities. Table 11, page 19r provides detailed information.

Conclusion

In view of the statistics presented in Tables 1 through 11, it can be seen clearly that the total program is effective and specific activities are present in a sizeable number of schools. In general, the Parent Involvement Program can have far reaching implications as related to the influence upon family life and to disadvantaged children whom the program ultimately is seeking to serve. It may be that the overall objectives of the program seem to have been met through the focus of a wide variety of activities operating to bring parents in a closer relationship with the schools and the education of their children.

Table 1

PARENT INVOLVEMENT PROGRAM MIDYEAR
RATINGS OF BROAD ACTIVITY GROUPS
ESEA TITLE I, ELEMENTARY
FY 1973

	Not[a/] Rated 0	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5	Superior 6	Total No. of Schools Reporting
Parent Education Discussion Groups With Speakers	1	4	10	12	17	5	4	53
Rap Sessions On Parent Concerns	1	1	9	19	14	7	6	57
Demonstrations For Homemaking	4	6	11	11	4	3	0	35
Classes for Educational Enrichment	4	3	13	12	12	7	3	54
Singing Groups	45	7	2	2	3	3	1	63
Bowling Teams	45	3	5	2	3	3	2	63
Volleyball Teams	51	7	1	1	1	1	1	63
Parent Volunteers as Coaches etc. In Regular School Program	53	7	0	1	2	0	0	63
Volunteer Services From Community Residents Who are Certified Life Guards To Assist in Pool Area (Summer)	55	6	2	0	0	0	0	63
Classroom Volunteers	4	7	7	11	13	12	4	58
Office Volunteers	5	4	7	9	16	3	6	50
Recreation Activities For Parents Only	3	9	9	7	8	4	2	42
Family Fun	16	4	7	10	11	3	4	55
Title I Week For Winter Program	38	3	7	3	7	1	4	63
Title I Week For Summer Program	34	2	4	6	9	4	4	63

Continued

Table 1 (CONTINUED)

Note: 1/ All ratings are based on midyear evaluation of the program.

2/ Data are based on 63 of the 71 ESEA Title I elementary schools.

a/ The number of reporting schools that did not rate the broad activity group(s) because it was not applicapable or other reasons. This number includes some schools that checked a specific activity as operating but did not rate the broad program group(s).

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation Parent Involvement Activities, Questionnaire January 1973.

Table 2

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Parent Education Discussion Groups With Speakers		
Speakers	Number of Schools	Percent of Schools
Community Leaders	46	86.8%
Lesislators	12	22.6
Doctors	19	35.8
Lawyers	1	1.9
Social Workers	37	69.8
Home Demonstration Agent	17	32.1
Cosmetologists	12	22.6
Educators	37	69.8
Police Department Representative	34	64.2
Clergymen	15	28.3
Consumer Education	24	45.3
N/I[a/]	10	15.9%[b/]

Note: 1) Sixty-three schools responded to the questionnaire, however these data are based on the 53 schools that responded to this question.

a/ N/I = schools that did not indicate that speakers in the above categories spoke at any of the Parent Involvement meetings.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire January 1973.

Table 3

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS
REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Rap Sessions On Parent Concerns

Type of Session	Number of Schools	Percent of Schools
School Problems	46	80.7%
Neighborhood Problems	46	80.7
Family Problems	49	86.0
N/I[a/]	6	9.5% [b/]

Note: Sixty-three schools responded to the questionnaire, however these data are based on the 57 schools that responded to this question.

a/ N/I = schools that did not indicate that rap sessions on the above topics were held.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire. January 1973.

Table 4

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS
REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Demonstrations For Homemaking

Type of Demonstrator	Number of Schools	Percent of Schools
Butcher	1	2.8%
Chefs	5	13.9
Decorators	15	41.7
Art Teachers	22	61.1
Seamstresses	19	52.8
N/I a/	27	42.9% b/

Note: Sixty-three schools responded to the questionnaire, however these data are based on the 36 schools that responded to this question.

a/ N/I = schools that did not indicate the demonstrations in the above categories were held.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire. January 1973

Table 5

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS
REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Classes For Educational Enrichment

Types of Classes	Number of Schools	Percent of Schools
Art and Handicraft	33	63.5%
Community Resources	25	48.1
Reading	25	48.1
Music	6	11.5
Mathematics	12	23.1
Consumer Education	18	34.6
You and The Law (Family Law)	2	3.8
N/I a/	11	17.5% b/

Note: Sixty-three schools responded to the questionnaire, however these data are based on the 52 schools that responded to this question.

a/ N/I = schools that did not indicate that classes in the above categories were held.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire. January 1973.

Table 6

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS
REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Classroom Volunteers

Type of Service	Number of Schools	Percent of Schools
Listening to a Child Read Privately	39	68.4%
Assisting a Child in Constructing Projects	21	36.8
Accompanying Classes on Trips as Chaperones	53	93.0
Checking Papers With Teacher Made Key	15	26.3
Assisting Teacher Or Aide With Bulletin Board and Exhibits	28	49.1
Assisting With Snack Time	42	73.7
Making Costumes and Assisting in Making Scenery for Plays	28	49.1
Culminating Activities	26	45.6
Helping to Arrange Auditorium Stage With The Use of Floor Plan Designed by Teachers	12	21.1
Selecting Books, Slides and Film From Library With The Use of a List Made by a Teacher	10	17.5
Returning Library Materials	12	21.1
Filing	12	21.1
N/I a/	6	9.5% b/

Note: Sixty-three schools responded to the questionnaire, however these data are based on the 57 schools that responded to this question.

a/ N/I = schools that did not indicate that services in the above areas were provided by parents.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire. Jan. 1973.

Table 7

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Office Volunteers Type of Service	Numbers of Schools	Percent of Schools
Serving as Messengers	13	26.5%
Working With The Liaison in Recruitment of Community and Parent Volunteers	39	79.6
Assisting The Office Aide in Stuffing Mailboxes	12	24.5
Assisting The Administrators in Taking Children Who Need Escort Services Home	31	63.3
Assisting The School-Home Liaison in The Gathering, Cleaning and Labeling of Clothing For The Emergency Clothing Bank	38	77.6
Answering The Telephone	12	24.5
Distributing Notices and Materials to Classrooms	35	71.4
N/I[a/]	14	22.2%[b/]

Note: 1/ Sixty-three schools responded to the questionnaire, however these data are based on the 49 schools that responded to this question.

a/ N/I = schools that did not indicate that the above activities were carried on.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire January 1973.

Table 8

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS
REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Recreation Activities For Parents Only

Recreation Activity	Number of Schools	Percent of Schools
Three P Nights (Parent, Pokeno and Pinochle)	8	17.0%
Fun and Games Night	11	23.4
Tours of Baltimore	24	51.1
Tours of Neighborhood	17	36.2
Tours of Other Communities	18	38.3
Tours of Colleges	5	10.6
Out-of-Town Trips Financed by Individuals	14	29.8
Luncheons and Demonstrations	19	40.4
Sing-Alongs: Neighborhood Singing Groups	5	10.6
Pot Luck Luncheon Meetings	20	42.6
Recipe Exchange Meetings	14	29.8
N/I a/	16	25.4% b/

Note: Sixty-three schools responded to the questionnaire, however these data are based on the 47 schools that responded to this question.

a/ N/I = schools that did not indicate that the above activities were carried on as a part of the Parent Involvement Program.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire. January 1973.

Table 9

NUMBER OF ESEA TITLE I ELEMENTARY SCHOOLS
REPORTING BY ACTIVITY
PARENT INVOLVEMENT PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Family Fun

Fun Activities	Number of Schools	Percent of Schools
Picnics on The School Site, Nearby Park or Beach (Financed by Dutch Treat Family) During Summer Session	19	38.0%
Talent Shows	13	26.0
Plays (Presented and Directed by Parents)	6	12.0
Fashion Shows (Parents Who Have Learned to Sew Knit or Crochet at School Share Their Products by Modeling or Mounting Them	16	32.0
Crazy Hat Pot Luck Teas	4	8.0
Clean Neighborhood Project	11	22.0
Slimnastics Classes	17	34.0
Making Decorations For Seasons or Holidays	30	60.0
Fall, Winter, Spring and Summer	10	20.0
Christmas	34	68.0
Thanksgiving	15	30.0
Easter	9	18.0
Hanukkah	1	2.0
N/I a/	13	20.6% b/

Note: Sixty-Three schools responded to the questionnaire, however these data are based on the 50 schools that responded to this question.

a/ N/I = Schools that did not indicate that the above activities were carried on as a part of the Parent Involvement Program.

b/ Percent is based on the 63 responding schools.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire. January 1973.

Table 10

ESEA TITLE I PARENT INVOLVEMENT PROGRAM
MIDYEAR COMPOSITE PROGRAM RATINGS AND
NUMBER OF SCHOOLS BY BEGINNING YEAR
OF PROGRAM
BALTIMORE CITY PUBLIC SCHOOLS
FY 1973

Composite Program Rating[a]	Number and Percent of Schools	
Rating	Number	Percent
6 Superior	2	3.2%
5 Excellent	6	9.7
4 Very Good	19	30.6
3 Good	19	30.6
2 Fair	13	21.0
1 Poor	3	4.9
Sub. Total	62	(100.0%)
		98.4%
Not Rated [b]	1	1.6%
Total	63	100.0%

Number of Schools by Beginning Year of Program	Number and Percent of Schools	
Beginning Year of Program	Number	Percent
October 1971	23	36.5%
December 1971	19	30.2
February 1972	6	9.5
September 1972	7	11.1
November 1972	6	9.5
December 1972	2	3.2
Total	63	100.0%

a/ Composite ratings are the average of the ratings for the broad program activity categories.

b/ One school indicated the activities that operate as a part of the Parent Involvement Program but did not rate the broad program activity group.

Source: Baltimore City Public Schools ESEA Title I Elementary Parent Involvement Program Evaluation of Parent Involvement Activities, Questionnaire January 1973.

Table 11

Record of Parent Involvement Activities
ESEA Title I Elementary Basic Skills
Parent Involvement Program
FY 1973

School #	School-Home Liaison Worker: Home Visits	Conferences with Parents at School	Conferences with Staff	Conferences with Representatives of Outside Agencies	Conference with Pupils	Volunteer Services Performed by Parents	Number of Parents Attending Group Activities	Number of Group Activities Held	Total School
149	82	40	24	23	7	30	N/A	34	240
150	29	24	33	46	2	30	N/A	27	191
156	37	42	15	16	N/A	7	N/A	28	145
159	1	20	21	N/A	N/A	11	N/A	10	63
161	213	211	73	54	50	56	N/A	36	693
162	131	51	18	11	29	1	N/A	3	244
163	5	155	99	70	4	22	N/A	36	391
164	137	193	128	86	65	44	3	60	716
200	11	49	42	23	1	31	221	47	425
225	20	39	66	36	4	31	973	106	1275
238	121	80	87	43	16	19	368	61	795
240	123	122	236	94	10	112	N/A	90	787
250[a/]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
301	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Project	4296	5225	3920	2089	760	1530	5583	2536	25939

Note: 1/ Data for school #96 and #98 are combined because there was one School-Home Liaison worker who conducted combined activities for the elementary and secondary school.

2/ N/A=Data were not available.

3/ There were twenty-eight schools for which partial data were reported because of the gradual assigning of School-Home Liaisons to schools and/or because of the turnover of School-Home Liaisons.

a/ A School-Home Liaison worker was not assigned to school #135 and #250.

Source: Parent Involvement Program Record of Parent Involvement Activities FY 1972-73.

Appendix A

Diagnostic and Prescriptive

Teaching Project

FY 1973

Portions Submitted by D & P Team

ESEA Title I Diagnostic and Prescriptive Pilot Project (Elementary)

1972-73

It is estimated that perhaps 25% of pupils enrolled in the primary grades are not presently being reached by current instructional programs. This pilot project sought to test the hypothesis that for many educationally disadvantaged pupils in kindergarten through Grade 2, learning abilities - particularly in Reading and Language - might be increased through early identification, in-depth diagnosis, and systematic individually prescribed intervention.

The D. & P. Project Team consisted of 5 psychologists and an adviser. Each psychologist was assigned to 2 schools where she coordinated an Inter-disciplinary Team including, where available, the Principal, Assistant Principal, Senior Teacher and/or Reading Resource Teacher, the Grade 1 Teachers (with their aides), and, as needed, the Speech Therapist, Physical Education Teacher, Nurse, Social Worker, parents and Liaison Worker.

The D. & P. Project Team planned, initiated, and carried the project forward. This involved extensive reading, collecting materials, visiting and observing other projects, attending pertinent meetings and inviting various authorities as speakers. The results of these activities were shared with the personnel of our respective schools.

Grade 1 teachers were provided with screening devices which obliged them to assess all of their children before identifying those with special learning difficulties.

In frequent conferences of School Team members and other school personnel, about particular pupils, various causes of learning difficulties were explored more deeply (physical, emotional, social, educational); also various causes of behavior problems. We tried to convey new ways of looking at <u>all</u> children - new insights and approaches - and also ways of meeting these problems.

After test diagnosis and observations by both psychologists and teachers, individual children's strengths and weaknesses were analyzed.

Together with their School Team, the psychologists discussed the significance of learning modalities in understanding a child's learning needs; also the importance of learning sequences. We shared with them our knowledge of the use and interpretation of tests. We brought to our schools new resources and materials, and discussed with our teams alternative methods available for meeting the needs of individual children.

When appropriate, we worked with the school nurse to initiate action, and we followed through on health and emotional needs of individual children.

Parents were informed of the project and made every effort to share with them by letter, phone, interview in school, or home visit, the findings concerning their children. The cooperation and participation of parents was enlisted. This has often resulted in benefits to other children of the family.

School personnel was urged to adapt materials and procedures of the D. & P. Project for use with children beyond the project. We believe there has been a significant "spill-over"; more meaningful ways of looking at children; the providing and sharing of innovative teaching materials and approaches; strong interdisciplinary collaboration which often results in applications elsewhere in the school by resource persons on our teams. This constitutes, we feel, a very significant contribution towards in-service education of ourselves and other school personnel at many different levels.

Among the many diagnostic and prescriptive teaching programs we have read or heard about, this one seems to be unique in the degree to which it is psychologist-centered. The psychologist introduces the project into a school and coordinates an

interdisciplinary school team to implement it. Throughout the year, she works closely with the school team not only as coordinator, but also as a resource person, especially in the psychological interpretation of diagnosis, remediation, and behavior. She of course takes the lead in diagnosis; but she also contributes psychological input to the selection, design, and implementation of teaching prescriptions. Her on-going evaluation of pupil progress in terms of diagnosed needs provides further guidance.

Her focus is on the particular children of the project, their needs and progress. She can call attention to the necessity for specific referrals and can follow these up with principal, nurse, social worker, speech therapist, liaison worker, etc., to try to assure each child the services he requires.

Besides her focus on a limited number of individual children, she can play an important role in the continuing in-service education of herself, her team members, and a widening circle of school staff of various disciplines. She shares psychological insights. She searches out new materials and techniques suited to particular psychological needs. She can participate in seminars and workshops dealing with learning problems. She considers it a very important part of her work with individual children to meet their parents, in order to understand the children better and perhaps to help the parents understand them better, too.

It is our immodest conviction that the central role of the psychologist can bring new and important dimensions to a diagnostic and prescriptive teaching program, and a vital integrating force.

Findings:

A. The nature of a D. & P. Program

A diagnostic and prescriptive program suggests literally diagnosis of an

individual's needs and the use of teaching prescriptions designed to meet these needs. This literal application may be essential for disabled students with specific learning disabilities. For such pupils, prescription banks, learning sequences, hierarchies of skills are inappropriate except as resources to consult for guidance and suggestions in planning programs for individual children.

For other pupils who are not succeeding academically, a broader application of diagnostic and prescriptive teaching will allow for use of group instruction in a choice of programs differentiated as to modalities, language development, rate of learning, etc. For this type of application it is essential to have a choice of different materials available and great flexibility in their use. It is also essential to help teachers understand how this can be accomplished. In this broader application of D. & P. teaching, the aforementioned prescription banks, etc., may be helpful if adopted with discretion.

B. Prescriptions:

1. In a D. & P. program, prescriptions are used as therapy. They are aimed not solely at academic needs, but, equally important, at emotional, health, and other needs. These may include needs for improved self-concept and improved home management.

2. Although many "prescriptions" might be quite suitable for large groups, the type of disabled child towards whom this program is aimed may not be able to function except on a one-to-one basis or in a pair or at most in a group of three.

3. A "prescription" is not unique for one disability. Learnings are interrelated; e.g., a prescriptive task designed to teach auditory memory may involve attentive listening, auditory discrimination, following directions, language, reasoning, etc.

4. Prescriptions must be carried on every day.

5. Prescriptions must be repeated or modified as often as needed for each child.

6. Frequent evaluation is necessary to determine the effectiveness of the prescribed instruction. This is important in determining what doesn't work as well as what does. It also may lead to altering the original diagnosis and consequently to planning new procedures.

C. Observation:

1. An essential component of diagnosis is on-going observation of each child, both in the classroom and elsewhere.

2. Observation is likewise essential during the prescriptive phase of the program.

Team Recommendations:

1. Adequate working space should be provided which would allow for privacy in working with the children and parents. A secure storage space should also be provided.

2. School personnel functioning as a part of the team should have sufficient time to be involved in the team operations as the project requires.

3. School personnel involved in the project should be thoroughly informed of its operation, demands and implications insofar as the total school program.

Discussion

The general needs of 911 first grade pupils were reviewed utilizing the Pupil Adjustment Rating Scale adopted from The Johns Hopkins Helvie Scale. Judgements were made as to the degree of need for referral to the program as being absolutely certain, reasonably certain or with little certainty. As a result a little more than 43 percent were judged with absolute certainty that referral was not needed. At the same time in the areas of reasonably certain and little certainty, 39.6 and 20.5 percents respectively were judged as not needing services. Therefore, 14.2 percent of the absolutely certain and 4.4 and 5.1 percents with reasonable certain and little certainty respectively needed referral. Table 1, page 13 , for complete findings.

At the end of the mass screening process fifteen pupils were selected from each of the ten designated schools, of which five were selected for concentrated services. The behavior of these pupils, (five finally and ten near finally selected pupils) were assigned in eight categories.

In the general behavior area, the largest percent of pupils in both groups 60.4 and 48.0 percents respectively had problems with self-control. Table 2, page 14 , provides complete findings.

In the area of work habits, the group selected to receive diagnostic services, 81.2 percent had difficulty in following directions, 77.1 percent had problems in both paying attention, and being distractable, while 75.0 percent constantly needed help with their work. The ten pupils in five schools who did not receive concentrated services 56.1 percent had difficulty in paying attention while 55.1 and 57.1 percent had difficulty in following directions and being distractable. It may be noted that a lesser percent of the pupils in both groups gave up easily. See Table 3, page 15 , for details.

In each group, relative to the type of attitudes, the highest percent of pupils lacked confidence. In the group receiving concentrated services 50.0 percent had this problem while 32.7 percent of the groups of ten pupils had difficulty in this area. The data shows that fewer pupils in the groups of five were less fearful than those in the groups of ten as shown by 6.2 and 11.2 percents respectively. See Table 4 page 16 , for details.

Data for the language problems area showed that the greater percent of pupils in both groups have problems in expressing themselves as shown by 50.0 percent in the groups of five pupils and 35.7 percent in the groups of ten pupils. The next area of concern is, limited ideas to express. For the groups of five pupils 37.5 percent had difficulty while 32.7 percent of the groups of ten pupils had problems in this area. Table 5, page 17, provides detailed data.

Data in the area of motor behavior showed that a high percentage of pupils in both groups demonstrated a need for help in using pencils, crayons and scissors. For the groups of five pupils selected to receive in-depth services, for 29.2 percent this was a problem area. For the groups of ten pupils, this was a problem area for 31.6 percent. The next greatest problem area was clumsiness (balance), 22.9 percent from the groups of five pupils needed help while 14.3 percent from the groups of ten pupils also needed help. Table 6, page 18 , provides detailed data.

Few pupils in either group had problems in the area of spatial organization. In the group of pupils selected to receive concentrated services, 43.7 percent did not have recognizable spatial organizational problems; however while 20.8 percent were suspected of having other types of spatial organizational problems which was not covered by the questionnaire.

In the groups of ten pupils who were not selected for concentrated services, 48.0 percent did not have recognizable spatial organizational problems; while 25.5 percent were believed to have other types of spatial organizational problems not covered by the questionnaire. Table 7, page 19 , provides complete data.

In the area of visual perception problems, 39.6 percent of the pupils in the groups of five had problems in discriminating both "likenesses" and "differences" and visual memory. The majority of the pupils, or 56.2 percent did not have a detectable visual perception problem.

In the groups of ten pupils who were not selected for diagnostic services, 20.4 and 27.6 percents had problems in discriminating both "likenesses" and "differences" and visual memory respectively. In this group, 29.6 percent did not have a detectable visual perception problem. See Table 8, page 20 , for detailed information.

Problems with auditory perception were experienced by a greater percent of the groups of five pupils than from the groups of ten pupils. In the group selected to receive concentrated services, 41.7 percent had trouble in auditory memory. Also in this group, 16.7 percent of the pupils had detectable auditory problems which were not covered by the questionnaire, while 22.9 percent did not have detectable auditory problems.

In the groups of ten pupils who were not selected for concentrated services, 20.4 and 25.5 percents had trouble discriminating both "likenesses" and "differences" and auditory memory respectively. Only 1.0 percent had other detectable auditory perception problems, while 14.3 percent did not have detectable auditory perception problems. Table 9, page 21 , provides supportive information.

Data relating to IQ, as established by the Stanford-Binet, was tabulated for both groups.

The data revealed that the greatest number, twenty-two or 44.0 percent of the pupils selected for diagnostic services were in the average range 90-109. The remaining pupils were in the high, low, or borderline average range. For the groups of ten pupils who were not selected for diagnostic services, the greatest number, thirty-four or 35.8 percent of the pupils were in the low average range. The remaining pupils were in the superior, high average, average, borderline average or mentally defective range. It may be noted that the median chronological age between October and November 1972 was 6.3 for the group selected for diagnostic services and 6.7 for the other group. See Table 10, page 22 , for supportive data.

Ability levels were compared for the two groups for FY'72 and FY'73 based on the four sub-tests of the Primary Mental Abilities Test (PMA). FY'72 verbal meaning test data showed that for the group selected for diagnostic services in FY'73, 43.8 percent had average ability and 35.4 percent were slightly below average. When these same pupils were tested in FY'73 after receiving concentrated services, 44.9 percent showed average ability and 28.6 percent were slightly below average, a decrease of 6.8 percent in the latter group.

Test data for the groups of ten pupils who were not selected for concentrated services in FY'73, their PMA verbal meaning test data for FY'72 showed that 36.7 percent had average ability, while in FY'73, 35.8 percent showed average ability in verbal meaning. In FY'72, 29.1 percent showed slightly below average ability, while in FY'73, 25.9 percent were in this category, a decrease of 6.8 percent. See Table 11, page 23 , for details.

Abiiity level for the sub-test perceptual speed for the group selected for concentrated services in FY'73, data showed that 47.9 percent had average ability. By FY'73, 50.6 percent were at this level. In FY'72, 24.7 percent of these pupils were slightly below average and by FY'73, an increase of 6.2 percent was experienced. See Table 12, page 24 , for complete data.

For the sub-test number facility, data for FY'72 showed that 29.2 percent of the pupils subsequently selected for concentrated services in FY'73, showed average ability. By FY'73, the group increased to 34.7 percent, a change of 5.5 percent. In FY'72, 39.6 percent of these pupils were in the slightly below average group. When these pupils were tested in FY'73, after receiving services, 36.7 percent were at this level.

For the groups of ten pupils who did not receive concentrated services, 25.3 percent of the pupils showed average ability when tested in FY'72. When these same pupils were tested in FY'73, 32.5 percent were at the same level. In FY'72, 25.3 percent of these pupils were slightly below average when tested in FY'73, 27.5 percent of the pupils were at this level. Table 13, page 25 , provides detailed data.

Ability level for the sub-test spatial relations for the group selected for concentrated services in FY'73, FY'72 data showed that 27.1 percent were average and slightly below average. By FY'73, 26.5 and 32.7 percents of these pupils were average and slightly below average respectively. The FY'73 test data showed that 38.3 percent were average while 34.6 percent were slightly below average. Detailed data is provided in Table 14, page 26 .

The Boehm Test of Basic Concepts (BTBC)1/ was used to pre-and-post for the groups of five. The test is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. The test is appropriate for pupils in the kindergarten, grade one, and two.

The mean (group average) was used to establish the pass-fail status of the group for the total test and the concepts covered. Results showed 65.1 percent of this group passed on the total test for the pre-test administered October or November 1972.

1/ Anne E. Boehm, Boehm Test of Basic Concepts. New York, N.Y.: The Psychological Corporation, 1971.

The total test data for the groups post-test, May or June 1973 showed that 75.6 percent of the pupils passed; this was an increase of 10.5 percent.

For the three specific concepts tested, there was an increase in the percent passing between pre-and-post testing. None of the percents passing were less than 50.0 percent of the group. The difference between means was not significant between pre-and-post testing. See Table 15, page 27 , for complete data.

The Predictive Screening Test of Articulation (PSTA) 2/ was administered between September and October 1972 to both groups. The basic purpose of this test is to differentiate between pupils who will master their misarticulations without speech therapy from those who, without therapy, may persist in their errors. This test is used to identify pupils of primary school age who have functional misarticulations at the first grade level. A cut-off score of thirty-four was used as it is felt that error will be minimized -- those pupils predicted as being able to overcome their problem without therapy but who actually do not (false negative errors), and those due to pupils predicted will still have problems upon entering third grade but will not (false positive errors). Pupils scoring thirty-four or more should be excluded.

The data on this test showed that for the group selected for diagnostic services, 23.1 percent were in need of therapy, while 76.9 percent were not. These percents are based on thirty-nine of the fifty pupils or 78.0 percent for whom test scores were available.

For the groups of ten pupils who were not selected for concentrated services, 17.6 percent were in need of therapy while 82.4 percent were not. These percents are based on seventy-four of the 100 pupils or 74.0 percent for whom test scores were available. See Table 16, page 28.

2/ Charles Van Piper and Robert L. Erukson, Predictive Screening Test of Articulation.
Kalamazoo, Michigan: Continuing Education Office, Western Michigan University, July 1970.

Table I

Number, Percent and Category of Pupils Screened With The Pupil Adjustment Rating Scale
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Rating		Absolutely Certain		Reasonably Certain		Little Certainty	
		Number of Pupils	Per-Cent	Number of Pupils	Per-Cent	Number of Pupils	Per-Cent
1	Child has no problem, extremely well adjusted, absolutely no need for referral	150	43.5%	209	39.6%	8	20.5%
2	Child has problems of minor importance, referral not necessary	56	16.2	152	28.8	6	15.4
3	Child has problems of intermediate importance, referral may or may not be necessary	30	8.7	100	19.0	17	43.6
4	Child has problems of considerable importance, referral advisable, but not urgent	60	17.4	43	8.2	6	15.4
5	Child has very serious problems, extremely maladjusted, urgent need for referral	49	14.2	23	4.4	2	5.1
TOTAL		345	100.0%	527	100.0%	39	100.0%

Source: Diagnostic and Prescriptive Teaching Project Pupil Adjustment Rating Scale, adapted from the Johns Hopkins Helvic Scale, ratings made between October and November 1972

Table 2

Number and Percent of Pupils By Type of General Behavior
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type of General Behavior	General Behavior of the Groups of Five Pupils Selected For Diagnostic Services in Ten Schools		General Behavior of the Groups of Ten Pupils Screened in Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Over-Active	18	37.5%	27	27.6%
Demands Too Much Attention	20	41.7	22	22.4
Lacks Self-Control	29	60.4	47	48.0
Is Withdrawn	10	20.8	15	15.3
Upset By Change in Routine	12	25.0	9	9.2
Too Hasty	15	31.2	18	18.4
Too Slow	16	33.3	30	30.6
Sloppy In Appearance	11	22.9	16	16.3
Cries Easily	6	12.5	10	10.2
Seems Generally Unhappy	5	10.4	10	10.2
Peculiar Behavior	5	10.4	9	9.2
Number and Percent of Pupils For Whom Types of Behavior are Available	48	96.0%	98	98.0%
Number and Percent of Pupils For Whom Types of Behavior are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of general behavior are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of behaviors made between October and November 1972.

Table 3

Number And Percent of Pupils By Type of Work Habits
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type of Work Habit	Work Habits of The Groups of Five Pupils Selected For Diagnostic Services In Ten Schools		Work Habits of The Groups of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Difficulty In Paying Attention	37	77.1%	55	56.1%
Difficulty In Following Direction	39	81.2	54	55.1
Distractible	37	77.1	56	57.1
Gives Up Easily	20	41.7	28	28.6
Constantly Needs Help With Work	36	75.0	46	46.9
Careless	25	52.1	43	43.9
Number and Percent of Pupils For Whom Types of Work Habits are available	48	96.0%	98	98.0%
Number and Percent of Pupils For Whom Types of Work Habits Are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of work habit are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of work habits made between October and November 1972.

Table 4

Number and Percent of Pupils By Type of Attitude
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type of Attitude	Attitude Of The Groups Of Five Pupils Selected for Diagnostic Services In Ten Schools		Attitude Of The Groups Of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Lacks Confidence	24	50.0%	32	32.7%
Doesn't Care	16	33.3	18	18.4
Uncooperative	15	31.2	13	13.3
Fearful	3	6.2	11	11.2
Number and Percent of Pupils For Whom Types of Attitudes Are Available	48	96.0%	98	98.0%
Number and Percent of Pupils For Whom Types of Attitudes Are Not Available	2	4.0%	2	2.0%
Total Number Of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of attitudes are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of attitudes made between October and November 1972.

Table 5

Number and Percent of Pupils By Type of Language
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type of Language Problems	Language Problems Of The Groups Of Five Pupils Selected For Diagnostic Services In Ten Schools		Language Problems Of The Groups Of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Non-Verbal	4	8.3%	13	13.3%
Uses Only Gestures	4	8.3	2	2.0
Trouble In Expressing Self	24	50.0	35	35.7
Very Limited Vocabulary	16	33.3	31	31.6
Very Limited Ideas To Express	18	37.5	32	32.7
Does Not Seem To Understand Spoken Language	4	8.3	6	6.1
Number and Percent of Pupils For Whom Types of Language Problems Are Available	48	96.0%	98	98.0%
Number and Percent of Pupils For Whom Types of Language Problems Are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of language problems are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of language problems made between October and November 1972.

Table 6

Number and Percent of Pupils By Type of Motor Behavior
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type of Motor Behavior	Motor Behavior Of The Groups Of Five Pupils Selected For Diagnostic Services In Ten Schools		Motor Behavior Of The Groups Of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Clumsy	11	22.9%	14	14.3%
Poor Posture	7	14.6	7	7.1
Difficulty Dressing and Undressing	5	10.4	2	2.0
Difficulty Walking Stairs	3	6.2	4	4.0
Difficulty In Skipping and Climbing	2	4.2	5	5.1
Difficulty In Using Pencil, Crayon, Scissors, etc.	14	29.2	31	31.6
Number and Percent of Pupils For Whom Types of Motor Behavior Are Available	48	96.0%	98	98.0%
Number and Percent of Pupils For Whom Types of Motor Behavior Are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of motor behavior are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of motor behaviors made between October and November 1972.

Table 7

Number and Percent of Pupils By Type of Spatial Organization
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type of Spatial Organization	Spatial Organization Of The Groups Of Five Pupils Selected For Diagnostic Services In Ten Schools		Spatial Organization Of The Groups Of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Confusion About Body Parts	4	8.3%	8	8.2%
Confused Laterality	7	14.6	10	10.2
Confused Directionality	9	18.7	15	15.3
Other Types Of Spatial Organizational Problems	10	20.8	25	25.5
No Discernible Spatial Organizational Problems	21	43.7	47	48.0
Number and Percent of Pupils For Whom Types of Spatial Organizations Are Available	48	96.0%	98	98.0%
Number and Percent Of Pupils For Whom Types of Spatial Organizations Are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of spatial organization are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of spatial organizations made between October and November 1972.

Table 8

Number and Percent of Pupils By Type of Visual Perceptional Problems
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type Of Visual Perception Problems	Visual Perception Of The Groups Of Five Pupils Selected For Diagnostic Services For Ten Schools		Visual Perception Of The Groups Of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
Trouble In Discriminating "Likenesses" and "Differences"	19	39.6%	20	20.4%
Difficulty With Eye-Hand Coordination	15	31.2	19	19.4
Trouble With Visual Memory	19	39.6	27	27.6
Other Types of Visual Perception Problems	2	4.2	14	14.3
No Discernible Visual Perception Problem	27	56.2	29	29.6
Number and Percent of Pupils For Whom Types of Visual Perceptions Are Available	48	96.0%	98	98.0%
Number and Percent of Pupils For Whom Types of Visual Perception Are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic And Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of visual perceptional problems are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of visual perception made between October and November 1972.

Table 9

Number and Percent of Pupils By Type Of Auditory Perception Problems
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Type Of Auditory Perception Problem	Auditory Perception Of The Groups Of Five Pupils Selected For Diagnostic Services In Ten Schools		Auditory Perception Of The Groups Of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Service	
	Number	Percent	Number	Percent
Trouble In Discriminating "Likenesses" and "Differences"	20	41.7%	20	20.4%
Trouble In Auditory Memory	25	52.1	25	25.5
Other Types of Auditory Perception Problems	8	16.7	1	1.0
No Discernible Auditory Perception Problem	11	22.9	14	14.3
Number and Percent of Pupils For Whom Types of Auditory Perceptions Are Available	48	96.0%	98	98.0%
Number and Percent Of Pupils For Whom Types of Auditory Perceptions Are Not Available	2	4.0%	2	2.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	100	100.0%

Note: 1/ Percents by type of auditory perceptions problem are based on the number of pupils for whom data are available. Pupils may be included in more than one group.

2/ The percents for the pupils for whom data are and are not available are based on the total number of pupils who were in the diagnostic and non-diagnostic service groups.

Source: Diagnostic and Prescriptive Teaching Project Behavior Questionnaire, judgment of auditory perceptions made between October and November 1972.

Table 10

Number and Percent of Pupils By I.Q. Range, Median I.Q. Range and Chronological Age
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

.Q. Range		I.Q. Range of the Groups of Five Pupils Selected For Diagnostic Services in Ten Schools		I.Q. Range of the Groups of Ten Pupils Screened in Ten Schools But Were Not Selected For Diagnostic Services	
		Number	Percent	Number	Percent
40-169	Very Superior	0	-	0	-
20-139	Superior	0	-	1	1.1%
10-119	High Average	4	8.0%	2	2.1
90-109	Average	22	44.0	25	26.3
80-89	Low Average	20	40.0	34	35.8
70-79	Borderline Average	4	8.0	20	21.0
30-69	Mentally Defective	0	-	13	13.7
			(100.0%)		(100.0)
otal Number and Percent of Pupils or Whom Data Are Available		50	100.0%	95	95.0%
otal Number and Percent of Pupils or Whom Data Are Not Available		0	-	5	5.0%
otal Number of Pupils In Diagnostic nd Non-Diagnostic Service Groups		50	100.0%	100	100.0%
edian I.Q. Range		90-109		80-89	
edian Chronological Age		6.3		6.7	
umber of Pupils For Whom ata Are Available		50		93	

ource: 1/ Diagnostic and Prescriptive Teaching Project, Stanford-Binet Form LM administered between October and November 1972.

2/ Pupil's cumulative folder for Diagnostic and Prescriptive Teaching Project.

Table 11

Number and Percent of Pupils By Ability Level For the Verbal Meaning Sub-Test of The Primary Mental Abilities Test
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

bility evel	Verbal Meaning Ability Level of the Groups of Five Pupils Selected in Diagnostic Services in Ten Schools				Verbal Meaning Ability Level of The Groups of Ten Pupils Screened in Ten Schools But Were Not Selected for Diagnostic Services			
	1971-72		1972-73		1971-72		1972-73	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Definitely Above Average	1	2.1%	0	-	2	2.5%	5	6.2%
Slightly Above Average	0	-	0	-	1	1.3	1	1.2
Average	21	43.8	22	44.9%	29	36.7	29	35.8
Slightly Below Average	17	35.4	14	28.6	23	29.1	21	25.9
Definitely Below Average	9	18.7	13	26.5	24	30.4	25	30.9
		(100.0%)		(100.0%)		(100.0%)		(100.0%)
umber and Percent of upils For Whom Data re Available	48	96.0%	49	98.0%	79	79.0%	81	81.0%
umber and Percent of upils For Whom Data re Not Available	2	4.0 %	1	2.0%	21	21.0%	19	19.0%
otal Number of Pupils n Diagnostic and Non-iagnostic Service Groups	50	100.0%	50	100.0%	100	100.0%	100	100.0%

ote: 1/ FY 1971-72 is the year prior to the Diagnostic and Prescriptive Teaching Project.

ource: Results from city-wide testing FY '72 and FY '73.

Table 12

Number and Percent of Pupils By Ability Level
For The Perceptual Speed Sub-Test of The Primary Abilities Test
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Ability Level	Perceptual Speed Ability Level of The Groups of Five Pupils Selected For Diagnostic Services In Ten Schools				Perceptual Speed Ability Level of The Groups of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services			
	1971-72		1972-73		1971-72		1972-73	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
5 Definitely Above Average	0	-	0	-	0	-	2	2.5%
4 Slightly Above Average	1	2.1%	1	2.1%	1	1.2%	0	-
3 Average	23	47.9	20	41.7	42	51.9	41	50.6
2 Slightly Below Average	19	39.6	15	31.2	20	24.7	25	30.9
1 Definitely Below Average	5	10.4 (100.0%)	12	25.0 (100.0%)	18	22.2 (100.0%)	13	16.0 (100.0%)
Number and Percent of Pupils For Whom Data Are Available	48	96.0%	48	96.0%	81	81.0%	81	81.0%
Number and Percent of Pupils For Whom Data Are Not Available	2	4.0%	2	4.0%	19	19.0%	19	19.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	50	100.0%	100	100.0%	100	100.0%

Note: 1/ FY 1971-72 is the year prior to the Diagnostic and Prescriptive Teaching Project.

Source: Results from City-Wide Testing FY '72 and FY '73.

Table 13

Number and Percent of Pupils By Ability Level
For The Number Facility Sub-Test of The Primary Mental Abilities Test
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Ability Level	Number Facility Ability Level of The Groups of Five Pupils Selected For Diagnostic Services In Ten Schools				Number Facility Ability Level of The Groups of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services			
	1971-72		1972-73		1971-72		1972-73	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
5 Definitely Above Average	0	-	0	-	1	1.2%	2	2.5%
4 Slightly Above Average	0	-	0	-	2	2.4	2	2.5
3 Average	14	29.2%	17	34.7%	21	25.3	26	32.5
2 Slightly Below Average	19	39.6	18	36.7	21	25.3	22	27.5
1 Definitely Below Average	15	31.2 (100.0%)	14	28.6 (100.0%)	38	45.8 (100.0%)	28	35.0 (100.0%)
Number and Percent of Pupils For Whom Data Are Available	48	96.0%	49	98.0%	83	83.0%	80	80.0%
Number and Percent of Pupils For Whom Data Are Not Available	2	4.0%	1	2.0%	17	17.0%	20	20.0%
Total Number of Pupils In Diagnostic and Non-Diagnostic Service Groups	50	100.0%	50	100.0%	100	100.0%	100	100.0%

Note: 1/ FY 1971-72 is the year prior to the Diagnostic and Prescriptive Teaching Project.

Source: Results from City-Wide Testing FY '72 and FY '73.

Table 14

Number and Percent of Pupils By Ability Level
For The Spatial Relations Sub-Test of The Primary Mental Abilities Test
ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project
FY 1973

Ability Level	Spatial Relations Ability Level of The Groups of Five Pupils Selected For Diagnostic Services In Ten Schools				Spatial Relations Ability Level of The Group of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services			
	1971-72		1972-73		1971-72		1972-73	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
5 Definitely Above Average	2	4.1%	1	2.0%	0	-	0	-
4 Slightly Above Average	0	-	1	2.0	0	-	4	4.9%
3 Average	13	27.1	13	26.5	27	32.5%	31	38.3
2 Slightly Below Average	13	27.1	16	32.7	30	36.2	28	34.6
1 Defintely Below Average	20	41.7	18	36.8	26	31.3	18	22.2
		(100.0%)		(100.0%)		(100.0%)		(100.0%)
Number and Percent of Pupils For Whom Data Are Available	48	96.0%	49	98.0%	83	83.0%	81	81.0%
Number and Percent of Pupils For Whom Data Are Not Available	2	4.0%	1	2.0%	17	17.0%	19	19.0%
Total Number of Pupils for Diagnostic and Non-Diagnostic Service Groups	50	100.0%	50	100.0%	100	100.0%	100	100.0%

Note: 1/ FY 1971-72 is the year prior to the Diagnostic and Prescriptive Teaching Project.

Source: Results from City-Wide Testing FY '72 and FY '73.

Table 15

Mean, Percent Passing and Difference Between Means
For The Boehm Test of Basic Concepts
ESEA Title I Elementary Diagnostic and Prescriptive
Teaching Project
FY 1973

	Total Test		Specific Concepts Tested					
			Spare Relations		Quantity		Time	
	Pre-Test 10 or 11/72	Post-Test 5 or 6/73	Pre-Test 10 or 11/72	Post-Test 5 or 6/73	Pre-Test 10 or 11/72	Post-Test 5 or 6/73	Pre-Test 10or11/72	Post-Test 5 or 6/73
Group Mean	33	37	16	18	10	12	2	3
Group Mean Percent	66.0%	74.0%	69.6%	78.3%	55.5%	66.7%	50.0%	75.0%
Percent Passing	65.1%	75.6%	71.2%	77.7%	57.1%	67.7%	63.0%	70.4%
Number of Concepts	50		23		18		4	
N	50	49	50	49	50	49	50	49
Difference Between Means	.084		.061		.118		.075	

Note: 1/ The mean was used as the point of reference in determining pass-fail. The percent passing refers to those pupils who had the mean number (or percent) or more of the concepts tested.

2/ Four miscellaneous (mixed) concepts omitted.

3/ N=Total number of pupils tested.

4/ The difference between pre and post-test means does not exceed 1.98 at the .05 level with 98 degrees of freedom and is therefore not significant.

Source: Diagnostic and Prescriptive Teaching Project, Boehm Test of Basic Concepts FY 1972-73.

Table 16

Distribution of Pupils' Scores By Number and Percent On The Predictive Screening Test of Articulation ESEA Title I Elementary Diagnostic and Prescriptive Teaching Project FY 1973

Total Score	Number and Percent of The Groups of Five Pupils Selected For Diagnostic Services In Ten Schools		Number and Percent of The Groups of Ten Pupils Screened In Ten Schools But Were Not Selected For Diagnostic Services	
	Number	Percent	Number	Percent
1-33[a]	9	23.1%	13	17.6%
34	0	-	2	2.7
35	1	2.6	2	2.7
36	1	2.6	4	5.4
37	0	-	0	-
38	1	2.6	4	5.4
39	4	10.2	7	9.5
40	6	15.4	8	10.8
41	3	7.7	13	17.6
42	3	7.7	3	4.0
43	2	5.1	7	9.5
44	5	12.8	6	8.1
45	2	5.1	3	4.0
46	2	5.1	2	2.7
47	0	-	0	-
		(100.0%)		(100.0%)
Sub Total	39	78.0%	74	74.0%
N/A[b]	11	22.0%	26	26.0
Total	50	100.0%	100	100.0%

a/ Pupils scoring thirty-three or less are diagnosed as having articulation problems.

b/ N/A = Those pupils who either did not have test scores or transferred out of the school.

Source: Diagnostic and Prescriptive Teaching Project, Predictive Screening Test of Articulation administered September or October 1972.

ESEA TITLE I PILOT PROGRAM
Diagnostic and Prescriptive Teaching

****

BEHAVIOR QUESTIONNAIRE

School No. 53 Grade 1 Room No. 109 Teacher _____

Pupil _____ Birthdate 9/24/66 Today's Date 10/25/72

CHECK PERTINENT ITEMS

I. General behavior

___ Over-active
___ Demands too much attention
✓ Lacks self-control
___ Is withdrawn
___ Upset by changes in routine
___ Too hasty
✓ Too slow
___ Sloppy in appearance
___ Cries easily
___ Seems generally unhappy
✓ Peculiar behavior
___ Other?

II. Work habits

✓ Difficulty in paying attention
✓ Difficulty in following directions
✓ Distractible
___ Gives up easily
✓ Constantly needs help with work
___ Careless
___ Other?

III. Apparent attitudes

___ Lacks confidence
✓ Doesn't care
___ Uncooperative
___ Fearful
___ Other?

IV. Language

___ Non-verbal
___ Uses only gestures
___ Trouble in expressing self
✓ Very limited vocabulary
✓ Very limited ideas to express
___ Does not seem to understand spoken language
___ Other?

V. Motor behavior

___ Clumsy
___ Poor posture
___ Difficulty in dressing and undressing
___ Difficulty in walking stairs
___ Difficulty in skipping and climbing
___ Difficulty in using pencil, crayon, scissors, etc.
___ Other?

(Continued on Page 2)

ESEA TITLE I PILOT PROGRAM
Diagnostic and Prescriptive Teaching

****

BEHAVIOR QUESTIONNAIRE

School No. 53 Grade 1 Room No. 109 Teacher _____

Pupil _____ Birthdate 9/24/66 Today's Date 10/25/72

CHECK PERTINENT ITEMS

I. General behavior

____ Over-active
____ Demands too much attention
✓ Lacks self-control
____ Is withdrawn
____ Upset by changes in routine
____ Too hasty
✓ Too slow
____ Sloppy in appearance
____ Cries easily
____ Seems generally unhappy
✓ Peculiar behavior
____ Other?

II. Work habits

✓ Difficulty in paying attention
✓ Difficulty in following directions
✓ Distractible
____ Gives up easily
✓ Constantly needs help with work
____ Careless
____ Other?

III. Apparent attitudes

____ Lacks confidence
✓ Doesn't care
____ Uncooperative
____ Fearful
____ Other?

IV. Language

____ Non-verbal
____ Uses only gestures
____ Trouble in expressing self
✓ Very limited vocabulary
✓ Very limited ideas to express
____ Does not seem to understand spoken language
____ Other?

V. Motor behavior

____ Clumsy
____ Poor posture
____ Difficulty in dressing and undressing
____ Difficulty in walking stairs
____ Difficulty in skipping and climbing
____ Difficulty in using pencil, crayon, scissors, etc.
____ Other?

(Continued on Page 2)

BEHAVIOR QUESTIONNAIRE

VI. Spatial organization

____ Confusion about body parts

____ Confused laterality

____ Confused directionality

____ Other?

VII. Visual perception

✓ Trouble in discriminating "likenesses" and "differences"

✓ Difficulty with eye-hand co-ordination

____ Trouble with visual memory

____ Other? has vision problems

VIII. Auditory perception

____ Trouble in discriminating "likenesses" and "differences"

____ Trouble in Auditory memory

____ Other?

IX. Absences, so far this year 5

X. Teacher's impressions:

Wendell has difficulty in listening and following directions. I have to constantly speak to him about this.

PUPIL ADJUSTMENT RATING SCALE

Directions: Place a check (✓) in the appropriate column for each pupil in your class.

Pupil Names	1 Child has no problems, extremely well adjusted, ABSOLUTELY NO NEED FOR REFERRAL			2 Child has problems of minor importance, REFERRAL NOT NECESSARY			3 Child has problems of intermediate importance, REFERRAL MAY OR MAY NOT BE NECESSARY			4 Child has problems of considerable importance, REFERRAL ADVISABLE BUT NOT URGENT			5 Child has very serious problems, extremely maladjusted URGENT NEED FOR REFERRAL		
	A	R	L	A	R	L	A	R	L	A	R	L	A	R	L
1. Allmond, Wayne														✓	
2. Boone, Rodney					✓										
3. Carter, Anthony										✓					
4. Downs, Lonnie													✓		
5. Eddington, Dwayne													✓		
6. Ham, Willie														✓	
7. Harris, Garry														✓	
8. Hunter, Ceaser	✓														
9. Jackson, Jeffrey	✓														
10. Jeffers, Antone	✓														
11. McLeod, Anthony		✓												✓	
12. Mercer, Gary														✓	
13. Pompey, Terry		✓													
14. Purvey, Wade							✓								
15. Slanel, Frank				✓											
16. Thomas, Kevin								✓		✓					
17. Thompson, Sherwin				✓											
18. Walls, Frank				✓											
19. Wilson, Tony										✓					
20.															

KEY: A = Absolutely
R = Reasonably Certain
L = Little Certainty

Adapted from The Johns Hopkins Helvie Scale

Office of Pupil and Program
Monitory and Appraisal
BWE 10/72

PUPIL ADJUSTMENT RATING SCALE

Directions: Place a check (✓) in the appropriate column for each pupil in your class.

Pupil Names	1 Child has no problems, extremely well adjusted, ABSOLUTELY NO NEED FOR REFERRAL			2 Child has problems of minor importance, REFERRAL NOT NECESSARY			3 Child has problems of intermediate importance, REFERRAL MAY OR MAY NOT BE NECESSARY			4 Child has problems of considerable importance, REFERRAL ADVISABLE BUT NOT URGENT			5 Child has very serious problems, extremely maladjusted URGENT NEED FOR REFERRAL		
	A	R	L	A	R	L	A	R	L	A	R	L	A	R	L
1. Almond, Wanda		✓													
2. Braxton, Rhonda					✓										
3. Brown, Traci					✓										
4. Butler, Angela					✓										
5. Cottrell, Annette							✓								
6. Davis, Tamira					✓										
7. Patterson, Michele										✓					
8. Randall, Liza										✓					
9. Roberts, Cheryl					✓										
10. Whitfield, Inest-													✓		
11. Matthews, Elizabeth	✓														
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															

KEY: A = Absolutely
R = Reasonably Certain
L = Little Certainty

Adapted from The Johns Hopkins Helvie Scale

Office of Pupil and Program
Monitory and Appraisal
BWE 10/72

Appendix B

Calendar of

Cultural Activities

FY 1973

MARCH - 1973

CALENDAR OF CULTURAL ACTIVITIES - ELEMENTARY AND SECONDARY SCHOOLS
(School numbers underlined are secondary performances.)
(Explanations of abbreviations used are listed on pages 3 and 4.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1 CROFTON-#107 - 9:15 WKSH. - #250 - 9:30 WKSH. - #32 - 1:00 SMITH - #141 -10:00 SMITH - #48 - 1:00 NEWSON- #32 - 10:00 NEWSON- #200 - 1:00	2 WKSH. - #4 - 9:30 WKSH. - #29 - 1:00 SMITH - St. Peter Claver Church-10:00 SMITH - #96A - 1:00
5 AFR.HER. - #40-10:00 AFR.HER. - #61- 1:00 THEATRE - #150 -9:30 THEATRE - #139 -1:00 CTA - #30 - 10:00 CTA - #53 - 1:00	6 AFR.HER.-#11-10:00 AFR.HER.-#19- 1:00 THEATRE-#95-9:30 THEATRE-#107-1:00 CTA-#61-10:00 CTA-#13-1:00 PUPPETS-#29-9:45(B)	7 AFR.HER.-#27-1:00 THEATRE-#26-9:30 THEATRE-#149-1:00 MIME-#35-9:30 MIME-#107-1:00 LEWIS-#162-10:00	8 THEATRE-#250-9:30 THEATRE-#32-1:00 MIME-#76-9:30 MIME-#156-1:00 CTA-#35-10:00 CTA-#97-1:00 CROFTON-#6-9:15 SPAN.MUS.ENS.-#23-10:00	9 THEATRE-#4-9:30 THEATRE-#29-1:00
12 AFR.HER.-#16-1:00 MIME-#150-9:30 MIME-#139-1:00 CTA-Sharp St. Ch.-10:00 CTA-#95-1:00 PUPPETS-#225-9:45(B) LEWIS-#176-9:15 WELLS-#90-9:15	13 MIME-#95-9:30 MIME-#107-1:00 MD.BALLET-#101-10:00 SMITH-#29-1:00 WELLS-#130-9:15	14 MIME-#301-1:00 MD.BALLET-#10-10:00 MD.BALLET-#95-1:00	15 MIME-#250-9:30 MIME-#149-1:00 CTA-St.PeterClaver Church-10:00 CTA-#102-1:00 MD.BALLET-#22-10:00 MD.BALLET-#159-1:00 SMITH-#97-10:00 WELLS-#2-1:00 BSO-#122-9:15 (MS) BSO-#30-9:15 (IJ) WARD-#74-9:30 WARD-#7-1:00	16 AFR.HER.-#43-9:15 MIME-#26-9:30 MIME-#32-1:00 CTA-#9-10:00 CTA-#8-1:00 SMITH-#145-10:00 SMITH-#148-1:00

Margaret D. Armstrong
Coordinator, Cultural Activities

MARCH - 1973

CALENDAR OF CULTURAL ACTIVITIES - ELEMENTARY AND SECONDARY SCHOOLS
(School numbers underlined are secondary performances.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
19 MIME-#4-9:30 MIME-#29-1:00 PUPPETS-#240-9:45(B) GAINES-#149-10:00	20 AFR.CULT.WKSH.-#139-9:15 AFR.HER.-#107-10:00 PUPPETS-#238-10:00 (S) SMITH-#164-1:00	21 AFR.HER.-#13-1:00 MIME-#40-9:30 PUPPETS-#32-10:00 (S) GAINES-#156-10:00 WELLS-#122-10:00 NEWSON-#150-10:00 NEWSON-#141-1:00	WARD-#99-9:30 22 AFR.HER.-#161-10:00 AFR.HER.-#4-1:00 MIME-#70-9:30 MIME-#48-1:00 CROFTON-#23-9:15 FIELDS-#163-10:00 PUPPETS-#200-9:45(B) SMITH-#250-10:00 and 1:00 WARD-#107-1:00	23 AFR.HER.-#76-10:00 PUPPETS-#30-9:45(B) SMITH-#61-10:00 SMITH-#24-1:00
26 FIELDS-#7-10:00 PUPPETS-#35-10:00(S) GAINES-#107-10:00 MD.BALLET-#53-10:00 MD.BALLET-#7-1:00 WARD-#101-1:00	27 PUPPETS-#37-10:00 (S) MD.BALLET-#95-10:00 MD.BALLET-#26-1:00 WELLS-#19-10:00 WELLS-#11-1:00 NEWSON-Turner Aud.-10:00 WARD-#2-9:30	28 PUPPETS-#162-10:00 (S) GAINES-#298-10:00 WELLS-#27-10:00	29 PUPPETS-#96A-10:00 (S) SMITH-#35-10:00 and 1:00 SPAN.MUS.ENS.-#6-10:00 WARD-#149-9:30 WARD-#145-1:00	30 AFR.CULT.WKSH.-#148-9:15 PUPPETS-#16-9:45(B) WELLS-#29-10:00 and 1:00 BSO-#9-9:15 (MS) BSO-#10-9:15 (IJ)

NOTE: IF YOU PLAN TO ATTEND ANY OF THE ABOVE PROGRAMS, PLEASE CALL MRS. MONTGOMERY, EXT. 2656, TO MAKE SURE THE SCHEDULE HAS NOT BEEN CHANGED. THANK YOU.

3/8/73

SCHOOLS LISTED ON THE ATTACHED CALENDAR OF CULTURAL ACTIVITIES FOR MARCH 1973 ARE LOCATIONS OF PERFORMING GROUPS; TIMES LISTED ARE PERFORMANCE STARTING TIMES. LISTED BELOW ARE THE EXPLANATIONS OF THE ABBREVIATIONS USED.

AFR.CULT.WKSH. - THE AFRICAN CULTURAL WORKSHOP
Ahmad Onyango, Sheree Simms (Grade levels: 2 thru 4)

Time Schedule: 9:15- 9:45 a.m. - Classroom Period
9:55-10:25 a.m. - Classroom Period
10:40-11:05 a.m. - Program in the Round

AFR.HER. - AFRICAN HERITAGE DANCERS AND DRUMMERS
Melvin Deal, Director
(50 minute program for grades 2 thru 4, 7 thru 9)

BALT.BALLET - BALTIMORE BALLET THEATRE, INC.
Wally Saunders, Nilo Toledo
(50 minute program for kindergarten thru grade 2)

BSO - BALTIMORE SYMPHONY SPLIT ORCHESTRA
(MS) - Murry Sidlin, Conductor; (IJ) - Isaiah Jackson, Conductor
(Grade levels: 2 thru 6, 7 and 8)

Back-to-back concerts: 9:15-10:05 a.m.
10:25-11:15 a.m.

CTA - CHILDREN'S THEATRE ASSOCIATION, INC.
(50 minute program for grades 1 thru 4)

CROFTON - CROFTON TRIO
George Orner, Director
(50 minute program for grades 2 thru 4)

FIELDS - BOB FIELDS JAZZ ENSEMBLE
(50 minute program for grades 3 and 4)

GAINES - LONNETTA M. GAINES AND COMPANY
(50 minute Modern Dance program for grades 2 thru 4, 7 thru 9)

LEWIS - JOHN L. LEWIS SONG RECITAL
(50 minute program for grades 2 thru 4, 7 thru 9)

MD.BALLET - MARYLAND BALLET COMPANY, INC.
(50 minute program for grades 2 thru 4)

MIME - CENTER STAGE MIME ACTORS
Bert Houle and Sophie Wibaux
(50 minute program for grades 3 and 4)

PUPPETS - EURLA FREDERICK PUPPETS

Back-to-back programs: 9:45-10:25 a.m. - Kindergarten-Gr. 3
(B) 10:40-11:20 a.m. - Grades 4 thru 6

Single programs (S): 50 minutes (Grades 1 thru 6)

SMITH - MARY CARTER SMITH, FOLKLORIST
(50 minute program for grades 1 thru 4, 7 thru 9)

SPAN.MUS.ENS. - SPANISH MUSIC ENSEMBLE
Mrs. Faye Byrd, Director
(50 minute program for grades 2 thru 4)

THEATRE - CENTER STAGE STORY THEATRE PRODUCTION
(50 minute program for grades 3 and 4)

WARD - DR. C. EDOUARD WARD, LECTURE-DEMONSTRATION IN LISTENING

Two (2) 30 minute periods in each school for grades 2 and 3.
9:30-10:00 a.m. 1:00-1:30 p.m.
10:05-10:35 a.m. OR 1:35-2:05 p.m.

WELLS - JIMMY WELLS JAZZ QUINTET
(50 minute program for grades 2 thru 4, 7 thru 9)

WKSH. - CENTER STAGE WORKSHOP
(50 minute program to be done in a large classroom or in the round for grade 4.)

YOUNG AUDIENCES, INC.

(50 minute programs for grades 2 thru 4, 7 thru 9)

NEWSON - ROOSEVELT NEWSON, PIANIST
OPERA - WANDERING OPERA PLAYERS

NOTE: Programs given at ST. PETER CLAVER CHURCH (Presstman and Carey Streets) are for School #104.

Programs given at SHARP ST. CHURCH (Dolphin and Etting Streets) are for Schools #103 and #118.

Programs given at GRACE CHURCH (1414 S. Charles Street) are for School #92.

Programs given at TURNER AUDITORIUM (720 Rutland Avenue) are for School #109.

APRIL - 1973

CALENDAR OF CULTURAL ACTIVITIES - ELEMENTARY AND SECONDARY SCHOOLS
(School numbers underlined are secondary performances.)
(Explanations of abbreviations used are listed on pages 3 and 4.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 GAINES-#8-10:00	3 WARD-#48-9:30 WARD-#145-1:00 LEWIS-#115-9:15 SMITH-#102-1:00	4 FR.HORN-#121-1:30 VIOLIN-#4-9:30 VIOLIN-#20-12:40 GAINES-#101-1:00 FIELDS-#159-10:00 WELLS-#225-10:00	5 OPERA-#10-10:00 MD.BALLET-#9-10:00 MD.BALLET-#122-1:00 SMITH-#240-10:00 WELLS-#97-10:00 WARD-#149-1:00	6 BALT.BALLET-#2-10:00 FIELDS-St.Peter Claver Church-10:00 MD.BALLET-#24-10:00 MD.BALLET-#101-1:00 WELLS-#162-10:00
9 FLUTE(L)-#8-1:00 AFR.CULT.WKSH.-#149-9:15 BALT.BALLET-#61-10:00 GAINES-#7-10:00 LEWIS-#23-10:00 MD.BALLET-#35-10:00 and 1:00 BSO-#156-9:15(MS) BSO-#19-9:15(IJ)	10 FLUTE(L)-#126-1:00 AFR.CULT.WKSH.-#32-9:15 BALT.BALLET-#30-10:00 FIELDS-#95-10:00 FIELDS-#7-1:00 PUPPETS-#163-9:45(B) LEWIS-#200-10:00 MD.BALLET-#107-10:00 and 1:00 SMITH-#32-1:00 WELLS-#139-10:00 BSO-#11-9:15(MS) BSO-#24-9:00(IJ)	11 FLUTE(L)-#6-1:00 HARP-#250-9:00 AFR.CULT.WKSH.-#164-9:15 BALT.BALLET-#97-10:00 FIELDS-#13-10:00 PUPPETS-#48-9:00(B) NEWSON-#238-10:00 GAINES-#19-10:00 LEWIS-#96A-10:00 MD.BALLET-#150-10:00 and 1:00 WELLS-#16-10:00	12 WARD-#35-9:30 AFR.CULT.WKSH.-#27-9:15 FIELDS-#53-10:00 PUPPETS-#11-9:45(B) SMITH-#298-10:00 SMITH-#101-1:00 SPAN.MUS.ENS.-#95-10:00 WELLS-#26-10:00	13 AFR.CULT.WKSH.-#132-9:15 BALT.BALLET-#250-10:00 FIELDS-#76-10:00 PUPPETS-Sharp St. Church - 9:45(B) NEWSON-#145-10:00 NEWSON-#148-1:00 SMITH-#161-10:00 SMITH-#95-1:00 WELLS-#70-1:00
16 SPRING VACATION	17 SPRING VACATION	18 SPRING VACATION	19 SPRING VACATION	20 SPRING VACATION

APRIL - 1973

CALENDAR OF CULTURAL ACTIVITIES - ELEMENTARY AND SECONDARY SCHOOLS
(School numbers underlined are secondary performances.)
(Explanations of abbreviations used are listed on pages 3 and 4.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
23 SPRING VACATION	24 FLUTE(L)-#138-9:30 FLUTE(S)-#33-9:30 FLUTE(S)-#149-12:40 FR.HORN-#119-1:30 HARP-#238-9:30 HARP-#23-1:00 VIOLIN-#100-9:30 VIOLIN-#109-12:40 WARD-#159-9:30 WARD-#164-1:00 AFR.CULT.WKSH.-#101-9:15 FIELDS-#102-10:00 OPERA-#2-1:00 LEWIS-#225-10:00	25 AFR.CULT.WKSH.-#163-9:15 FIELDS-#240-10:00 NEWSON-#7-10:00 and 1:00 GAINES-#29-10:00 LEWIS-#9-10:00 WELLS-#35-10:00 WELLS-#107-1:00 SMITH-#90-9:15	26 FR.HORN-#37-9:30 FR.HORN-#164-12:40 WARD-#139-9:30 WARD-#53-1:00 CROFTON-#4-9:15 OPERA-#97-1:00 SPAN.MUS.ENS.-#32-10:00 WELLS-#40-10:00 WELLS-#24-1:00	27 AFR.CULT.WKSH.-#95-9:15 BALT.BALLET-#162-10:00 and 1:00 LEWIS-#29-10:00 LEWIS-#148-1:00 WELLS-#250-10:00 and 1:00

30	April 30-Monday (cont'd.)
AFR.CULT.WKSH.-#8-9:15 AFR.HER.-#298-10:00 BALT.BALLET-#200-10:00 PUPPETS-St.Peter Claver Ch.-9:15(B) PUPPETS-#301-1:00(S) OPERA-#90-9:15	SMITH-#122-10:00 WELLS-#61-10:00 WELLS-#10-1:00 GAINES-#78-9:15 LEWIS-Grace Church-10:00

NOTE: IF YOU PLAN TO ATTEND ANY OF THE ABOVE PROGRAMS, PLEASE CALL MRS. MONTGOMERY, EXT. 2656, TO MAKE SURE THE SCHEDULE HAS NOT BEEN CHANGED. THANK YOU.

Margaret D. Armstrong
Coordinator, Cultural Activities
April 3, 1973

SCHOOLS LISTED ON THE ATTACHED CALENDAR OF CULTURAL ACTIVITIES FOR APRIL 1975 ARE LOCATIONS OF PERFORMING GROUPS; TIMES LISTED ARE PERFORMANCE STARTING TIMES. LISTED BELOW ARE THE EXPLANATIONS OF THE ABBREVIATIONS USED.

AFR.CULT.WKSH. - THE AFRICAN CULTURAL WORKSHOP
Ahmad Onyango, Sheree Simms (Grade levels: 2 thru 4)

Time Schedule: 9:15- 9:45 a.m. - Classroom Period
9:55-10:25 a.m. - Classroom Period
10:40-11:05 a.m. - Program in the Round

AFR.HER. - AFRICAN HERITAGE DANCERS AND DRUMMERS
Melvin Deal, Director
(50 minute program for grades 2 thru 4, 7 thru 9)

BALT.BALLET - BALTIMORE BALLET THEATRE, INC.
Wally Saunders, Nilo Toledo
(50 minute program for kindergarten thru grade 2)

BSO - BALTIMORE SYMPHONY SPLIT ORCHESTRA
(MS) - Murry Sidlin, Conductor; (IJ) - Isaiah Jackson, Conductor
(Grade levels: 2 thru 6, 7 and 8)

Back-to-back concerts: 9:15-10:05 a.m.
10:25-11:15 a.m.

CTA - CHILDREN'S THEATRE ASSOCIATION, INC.
(50 minute program for grades 1 thru 4)

CROFTON - CROFTON TRIO
George Orner, Director
(50 minute program for grades 2 thru 4)

FIELDS - BOB FIELDS JAZZ ENSEMBLE
(50 minute program for grades 3 and 4)

GAINES - LONNETTA M. GAINES AND COMPANY
(50 minute Modern Dance program for grades 2 thru 4, 7 thru 9)

LEWIS - JOHN L. LEWIS SONG RECITAL
(50 minute program for grades 2 thru 4, 7 thru 9)

MD.BALLET - MARYLAND BALLET COMPANY, INC.
(50 minute program for grades 2 thru 4)

MIME - CENTER STAGE MIME ACTORS
Bert Houle and Sophie Wibaux
(50 minute program for grades 3 and 4)

PUPPETS - DURLA FREDERICK PUPPETS

Back-to-back programs: 9:45-10:25 a.m. - Kindergarten-Gr. 3
(B) 10:40-11:20 a.m. - Grades 4 thru 6

Single programs (S): 50 minutes (Grades 1 thru 6)

SMITH - MARY CARTER SMITH, FOLKLORIST
(50 minute program for grades 1 thru 4, 7 thru 9)

SPAN.MUS.ENS. - SPANISH MUSIC ENSEMBLE
Mrs. Faye Byrd, Director
(50 minute program for grades 2 thru 4)

THEATRE - CENTER STAGE STORY THEATRE PRODUCTION
(50 minute program for grades 3 and 4)

WARD - DR. C. EDOUARD WARD, LECTURE-DEMONSTRATION IN LISTENING

Two (2) 30 minute periods in each school for grades 2 and 3.
9:30-10:00 a.m.
10:05-10:35 a.m. OR 1:00-1:30 p.m.
1:35-2:05 p.m.

WELLS - JIMMY WELLS JAZZ QUINTET
(50 minute program for grades 2 thru 4, 7 thru 9)

WKSH. - CENTER STAGE WORKSHOP
(50 minute program to be done in a large classroom or in the round for grade 4.)

YOUNG AUDIENCES, INC.

(50 minute programs for grades 2 thru 4, 7 thru 9)

NEWSON - ROOSEVELT NEWSON, PIANIST
OPERA - WANDERING OPERA PLAYERS

LISTEN TO SERIES

FLUTE(L) - Bonnie Lake (for grades 2 and 3)
FLUTE(S) - Laurie Sokoloff (for grades kindergarten and 1)
HARP - Rosemarie Bottalico (for grades 2 and 3)
VIOLIN - George Orner (for grades kindergarten and 1)
FR.HORN - FRENCH HORN - William Kendall (for grades kdgn. and 1)

TIME SCHEDULES FOR FLUTE(L) AND HARP:

9:30-10:00 a.m.
10:10-10:40 a.m. OR 1:00-1:30 p.m.
1:40-2:10 p.m.

TIME SCHEDULES FOR FLUTE(S), FRENCH HORN AND VIOLIN:

9:30- 9:50 a.m.		12:40-1:00 p.m.		
10:00-10:20 a.m.	OR	1:10-1:30 p.m.	OR	FRENCH HORN ONLY
10:30-10:50 a.m.		1:40-2:00 p.m.		1:30-1:50 p.m.
				2:00-2:20 p.m.
				2:30-2:50 p.m.

NOTE: Programs given at ST. PETER CLAVER CHURCH (Presstman and Carey Streets) are for School #104.
Programs given at SHARP ST. CHURCH (Dolphin and Etting Streets) are for Schools #103 and #118.
Programs given at GRACE CHURCH (1414 S. Charles Street) are for School #92.

CALENDAR OF CULTURAL ACTIVITIES - ELEMENTARY AND SECONDARY SCHOOLS
(School numbers underlined are secondary performances.)
(Explanations of abbreviations used are listed on pages 3 and 4.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1 AFR.CULT.WKSH.-#107-9:15 BALT.BALLET-#32-10:00 FIELDS-#35-10:00 PUPPETS-#159-9:45(B) LEWIS-#6-10:00 SMITH-#97-1:00 WELLS-#149-10:00 BSO-#95-9:15 (MS) BSO-#78-9:15 (IJ)	2 FLUTE(L)-#2-9:30 FLUTE(S)-#4-9:30 FLUTE(S)-#148-12:40 FR.HORN-#95-1:30 HARP-#301-9:30 VIOLIN-#61-9:30 VIOLIN-#74-12:40 BALT.BALLET-#29-10:00 FIELDS-#48-10:00 PUPPETS-#19-9:45(B) GAINES-#150-10:00 LEWIS-#10-10:00 LEWIS-#13- 1:00 WELLS-#30-10:00 OPERA-#139-10:00	3 FR.HORN-#97-9:30 HARP-#76-9:30 HARP-#99-1:00 CROFTON-#27-9:15 PUPPETS-#26-9:45(B) SMITH-#115-9:15 SPAN.MUS.ENS.-#101-10:00 OPERA-#141-10:00	4 BALT.BALLET-#95-10:00 FIELDS-#23-10:00 PUPPETS-#107-9:45(B) LEWIS-SharpSt.Church-10:00 & 1:00 SMITH-#130-9:15 OPERA-#11-10:00
7 BALT.BALLET-#238-10:00 PUPPETS-#94-9:45(B) LEWIS-#22-10:00 LEWIS-GraceChurch-1:00 MD.BALLET-#298-10:00 OPERA-#53-10:00 WARD-#164-9:30 WARD-#150-1:00	8 PUPPETS-#145-9:45(B) LEWIS-#95-10:00 MD.BALLET-#7-10:00 OPERA-#101-10:00 WARD-#225-9:30	9 AFR.CULT.WKSH.-#29-9:15 PUPPETS-#84-10:00(S) GAINES-#35-10:00 MD.BALLET-#164-10:00 MD.BALLET-#163-1:00 NEWSON-#7-10:00	10 FLUTE(S)-#162-9:30 FLUTE(S)-#140-12:40 FR.HORN-#13-9:30 HARP-#149-9:30 AFR.HER.-#78-9:15 CROFTON-#107-9:15 PUPPETS-#76-9:45(B) MD.BALLET-#4-10:00 SPAN.MUS.ENS.-#97-10:00 WARD-#30-9:30	11 VIOLIN-#107-9:30 VIOLIN-#159-12:40 PUPPETS-#148-9:45(B) LEWIS-#10-10:00 MD.BALLET-#96A-10:00 MD.BALLET-#32-1:00 OPERA-#95-10:00

MAY - 1973

CALENDAR OF CULTURAL ACTIVITIES - ELEMENTARY AND SECONDARY SCHOOLS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
14 FLUTE(L)-#145-1:00 PUPPETS-#161-9:45(B) GAINES-#24-10:00 LEWIS-#8-10:00 LEWIS-#2- 1:00 MD.BALLET-#301-10:00 MD.BALLET-#250-1:00 WELLS-#9-10:00 NEWSON-#90-9:15 BSO-#32-9:15 (MS) BSO-#61-9:15 (IJ)	15 PUPPETS-GraceChurch-10:00(S) DANCE-#32-10:00 DANCE-#200-1:00 LEWIS-#102-10:00 MD.BALLET-#156-10:00 MD.BALLET-St.Peter ClaverChurch-1:00 WARD-#142-9:30	16 FIELDS-#162-10:00 FIELDS-#22-1:00 PUPPETS-#122-9:45(B) GAINES-#162-10:00 MD.BALLET-#240-10:00 OPERA-#7-10:00	17 CROFTON-#107-9:15 PUPPETS-#20-9:45(B) DANCE-#23-10:00 MD.BALLET-#40-10:00 SPAN.MUS.ENS.-#225-10:00 WARD-#26-1:00 WELLS-#150-10:00 & 1:00	18 HARP-#238-9:30 HARP-#23-1:00 PUPPETS-#6-9:45(B) MD.BALLET-#130-10:00
21 BALT.BALLET-#11-10:00 PUPPETS-#4-9:45(B) GAINES-#30-10:00 DANCE-#238-10:00 DANCE-#53-1:00 MD.BALLET-#16-10:00 MD.BALLET-#35-1:00 WARD-#29-1:00 WELLS-#101-10:00	22 PUPPETS-#101-10:00(S) DANCE-#163-10:00 LEWIS-#159-10:00 MD.BALLET-#149-10:00 WARD-#97-9:30 WELLS-#107-10:00	23 BALT.BALLET-#13-10:00 PUPPETS-#27-9:45(B) GAINES-#7-10:00 DANCE-#76-10:00 MD.BALLET-#19-10:00	24 CROFTON-#7-9:15 PUPPETS-#61-9:45(B) PUPPETS-#24-1:00(S) DANCE-#97-10:00 & 1:00 MD.BALLET-#48-10:00 SPAN.MUS.ENS.-#9-10:00 WELLS-#32-10:00	25 PUPPETS-#250-9:45(B) MD.BALLET-#145-10:00 WELLS-#164-10:00 WELLS-#156-1:00
28	29 PUPPETS-#22-9:45(B) LEWIS-#53-10:00 MD.BALLET-#70-10:00 MD.BALLET-#107-1:00 WELLS-#95-10:00	30 BALT.BALLET-#225-10:00 PUPPETS-#35-9:45(B) and 12:45(S) GAINES-#95-10:00 DANCE-#301-10:00 LEWIS-#78-9:15 MD.BALLET-#161-10:00 WELLS-#298-10:00	31 CROFTON-#29-9:15 PUPPETS-#10-9:45(B) MD.BALLET-#148-10:00 MD.BALLET-#102-1:00 SPAN.MUS.ENS.-#96A-10:00 WELLS-#8-10:00	

SCHOOLS LISTED ON THE ATTACHED CALENDAR OF CULTURAL ACTIVITIES FOR APRIL 1973 ARE LOCATIONS OF PERFORMING GROUPS; TIMES LISTED ARE PERFORMANCE STARTING TIMES. LISTED BELOW ARE THE EXPLANATIONS OF THE ABBREVIATIONS USED.

AFR.CULT.WKSH. - THE AFRICAN CULTURAL WORKSHOP
Ahmad Onyango, Sheree Simms (Grade levels: 2 thru 4)

Time Schedule: 9:15- 9:45 a.m. - Classroom Period
9:55-10:25 a.m. - Classroom Period
10:40-11:05 a.m. - Program in the Round

AFR.HER. - AFRICAN HERITAGE DANCERS AND DRUMMERS
Melvin Deal, Director
(50 minute program for grades 2 thru 4, 7 thru 9)

BALT.BALLET - BALTIMORE BALLET THEATRE, INC.
Wally Saunders, Nilo Toledo
(50 minute program for kindergarten thru grade 2)

BSO - BALTIMORE SYMPHONY SPLIT ORCHESTRA
(MS) - Murry Sidlin, Conductor; (IJ) - Isaiah Jackson, Conductor
(Grade levels: 2 thru 6, 7 and 8)

Back-to-back concerts: 9:15-10:05 a.m.
10:25-11:15 a.m.

CTA - CHILDREN'S THEATRE ASSOCIATION, INC.
(50 minute program for grades 1 thru 4)

CROFTON - CROFTON TRIO
George Orner, Director
(50 minute program for grades 2 thru 4)

DANCE - DANCE PROGRAM BY ORVILLE JOHNSON - 50 minute program, Gr. 1-5

FIELDS - BOB FIELDS JAZZ ENSEMBLE
(50 minute program for grades 3 and 4)

GAINES - LONNETTA M. GAINES AND COMPANY
(50 minute Modern Dance program for grades 2 thru 4, 7 thru 9)

LEWIS - JOHN L. LEWIS SONG RECITAL
(50 minute program for grades 2 thru 4, 7 thru 9)

MD.BALLET - MARYLAND BALLET COMPANY, INC.
(50 minute program for grades 2 thru 4)

MIME - CENTER STAGE MIME ACTORS
Bert Houle and Sophie Wibaux
(50 minute program for grades 3 and 4)

PUPPETS - EURLA FREDERICK PUPPETS

Back-to-back programs: 9:45-10:25 a.m. - Kindergarten-Gr. 3
(B) 10:40-11:20 a.m. - Grades 4 thru 6

Single programs (S): 50 minutes (Grades 1 thru 6)

SMITH - MARY CARTER SMITH, FOLKLORIST
(50 minute program for grades 1 thru 4, 7 thru 9)

SPAN.MUS.ENS. - SPANISH MUSIC ENSEMBLE
Mrs. Faye Byrd, Director
(50 minute program for grades 2 thru 4)

THEATRE - CENTER STAGE STORY THEATRE PRODUCTION
(50 minute program for grades 3 and 4)

WARD - DR. C. EDOUARD WARD, LECTURE-DEMONSTRATION IN LISTENING

Two (2) 30 minute periods in each school for grades 2 and 3.

9:30-10:00 a.m.		1:00-1:30 p.m.
10:05-10:35 a.m.	OR	1:35-2:05 p.m.

WELLS - JIMMY WELLS JAZZ QUINTET
(50 minute program for grades 2 thru 4, 7 thru 9)

WKSH. - CENTER STAGE WORKSHOP
(50 minute program to be done in a large classroom or in the round for grade 4.)

YOUNG AUDIENCES, INC.

(50 minute programs for grades 2 thru 4, 7 thru 9)

NEWSON - ROOSEVELT NEWSON, PIANIST
OPERA - WANDERING OPERA PLAYERS

LISTEN TO SERIES

FLUTE(L) - Bonnie Lake (for grades 2 and 3)
FLUTE(S) - Laurie Sokoloff (for grades kindergarten and 1)
HARP - Rosemarie Bottalico (for grades 2 and 3)
VIOLIN - George Orner (for grades kindergarten and 1)
FR.HORN - FRENCH HORN - William Kendall (for grades kdgn. and 1)

TIME SCHEDULES FOR FLUTE(L) AND HARP:

9:30-10:00 a.m.		1:00-1:30 p.m.
10:10-10:40 a.m.	OR	1:40-2:10 p.m.

TIME SCHEDULES FOR FLUTE(S), FRENCH HORN AND VIOLIN:

9:30- 9:50 a.m.		12:40-1:00 p.m.		FRENCH HORN ONLY
10:00-10:20 a.m.	OR	1:10-1:30 p.m.	OR	1:30-1:50 p.m.
10:30-10:50 a.m.		1:40-2:00 p.m.		2:00-2:20 p.m.
				2:30-2:50 p.m.

NOTE: Programs given at ST. PETER CLAVER CHURCH (Presstman and Carey Streets) are for School #104.
Programs given at SHARP ST. CHURCH (Dolphin and Etting Streets) are for Schools #103 and #113.
Programs given at GRACE CHURCH (1414 S. Charles Street) are for School #92.

Appendix C

Pupils Referred for Health Services

FY 1973

A Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Medical Examination By Grade and Health Status
Baltimore City Public Schools
FY 1973

(including data collection form)

B Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Medical Examination and/or Device By Grade and Health Status
Baltimore City Public Schools
FY 1973

(including data collection form)

C Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Eyeglasses By Grade and Health Status
Baltimore City Public Schools
FY 1973

(including data collection form)

D Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Dental Care By Grade and Health Status
Baltimore City Public Schools
FY 1973

(including data collection form)

Table A

Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Medical Examination By Grade and Health Status
Baltimore City Public Schools
FY 1973

Judgement of Health Status	Kgn. Number	Kgn. Percent	Gr. 1 Number	Gr. 1 Percent	Gr. 2 Number	Gr. 2 Percent	Gr. 3 Number	Gr. 3 Percent	Gr. 4 Number	Gr. 4 Percent	Total Number	Total Percent
Severe	15	9.4%	45	17.2%	43	21.7%	34	20.7%	24	20.5%	161	17.9%
Moderate	61	38.4	126	48.3	102	51.5	80	48.8	71	60.7	440	49.0
Slight	83	52.2 (100.0%)	90	34.5 (100.0%)	53	26.8 (100.0%)	50	30.5 (100.0%)	22	18.8 (100.0%)	298	33.1 (100.0%)
Sub-Total	159	71.6%	261	87.6%	198	85.3%	164	75.6%	117	77.5%	899	80.3%
(Health Status (Not Reported	63	28.4%	37	12.4%	34	14.7%	53	24.4%	34	22.5%	221	19.7% (100.0%)
Total	222	100.0%	298	100.0%	232	100.0%	217	100.0%	151	100.0%	1120	69.8%
Other a/	- -	- - -	- -	- - -	- -	- - -	- -	- - - -	- -	- - -	485	30.2%
Grand Total											1605	100.0%

Note: 1/ Data are based on fifty of the sixty-two schools, the remaining twenty-two did not report this information.

a/ Pupils who were referred for medical examination but were not reported by grade or health status.

Source: ESEA Title I Identified Pupils Referred For Medical Examination Data Form, Baltimore City Public Schools FY 1972-73

ESEA Title I Identified Pupils
Referred for Medical Examination
Baltimore City Public Schools
FY 1972-73

Principal _____

School # _____

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Referred for Medical Examination

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgement	Judgment of Health Status: Severe	Moderate	Slight
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						

Referred for Medical Examination

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
46						
47						
48						
49						
50						

Signature of person completing the form:

_____

Position of person completing the form:

_____

Center for Planning, Research and Evaluation
Office of Pupil and Program Monitoring and Appraisal
Baltimore City Public Schools
JMS:fm 2/73

Table B

Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Medical Examination and/or Device By Grade and Health Status
Baltimore City Public Schools
FY 1973

Judgement of Health Status	Kgn.		Gr. 1		Gr. 2		Gr. 3		Gr. 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Severe	6	14.3%	6	22.2%	3	20.0%	5	31.3%	6	28.6%	26	21.5%
Moderate	17	40.5	12	44.4	7	46.7	8	50.0	7	33.3	51	42.1
Slight	19	45.2 (100.0%)	9	33.3 (100.0%)	5	33.3 (100.0%)	3	18.8 (100.0%)	8	38.1 (100.0%)	44	36.4 (100.0%)
Sub-Total	42	77.8%	27	84.4%	15	88.2%	16	72.7%	21	47.7%	121	71.6%
(Health Status (Not Reported	12	22.2%	5	15.6%	2	11.8%	6	27.3%	23	52.3%	48	28.4% (100.0%)
Total	54	100.0%	32	100.0%	17	100.0%	22	100.0%	44	100.0%	169	53.8%
Other[a/]	---	------	--	-----	--	------	--	------	--	------	145	46.2%
Grand Total											314	100.0%

Note: 1/ Data are based on forty-eight schools, the remaining twenty-four did not report this information.

a/ Pupils who were referred for medical examination and/or device but were not reported by grade or health status.

Source: ESEA Title I Identified Pupils Referred For Medical Examination Data Form, Baltimore City Public Schools FY 1972-73.

ESEA Title I Identified Pupils
Referred for Medical Examination and/or A Device
Baltimore City Public Schools
FY 1972-73

Principal _____

School # _____

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Referred for Medical Examination and/or A Device

	Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42							
43							
44							
45							

Referred for Medical Examination and/or A Device

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
46						
47						
48						
49						
50						

Note: Please add additional sheets if needed.

Signature of person completing the form:

_____

Position of person completing the form:

_____

Center for Planning, Research and Evaluation
Office of Pupil and Program Monitoring and Appraisal
Baltimore City Public Schools
JMS:fm 2/73

Table C

Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Eyeglasses By Grade and Health Status
Baltimore City Public Schools
FY 1973

Judgement of Health Status	Kgn.		Gr. 1		Gr. 2		Gr. 3		Gr. 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Severe	6	11.5%	12	11.5%	11	15.5%	26	18.8%	14	23.3%	69	16.2%
Moderate	30	57.7	71	68.3	38	53.5	88	63.8	39	65.0	266	62.6
Slight	16	30.8 (100.0%)	21	20.2 (100.0%)	22	31.0 (100.0%)	24	17.4 (100.0%)	7	11.7 (100.0%)	90	21.2 (100.0%)
Sub-Total	52	76.5%	104	87.4%	71	100.0%	138	97.2%	60	96.8%	425	92.0%
(Health Status (Not Reported	16	23.5%	15	12.6%	0	---	4	2.8%	2	3.2%	37	8.0% (100.0%)
Total	68	100.0%	119	100.0%	71	100.0%	142	100.0%	62	100.0%	462	74.8%
Other[a/]	--	-----	--	-----	--	------	---	------	--	------	156	25.2%
Grand Total											618	100.0%

Note: 1/ Data are based on forty-eight schools, the remaining twenty-four did not report this information.

a/ Pupils who were referred for eyeglasses but were not reported by grade or health status.

Source: ESEA Title I Identified Pupils Referred For Eyeglasses Data Form, Baltimore City Public Schools FY 1972-73.

ESEA Title I Identified Pupils
Referred For Eyeglasses
Baltimore City Public Schools

Principal _____

School # _____

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Referred for Eyeglasses

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						

Referred for Eyeglasses

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
46						
47						
48						
49						
50						

Signature of person completing the form:

_____

Position of person completing the form:

_____

Center for Planning, Research and Evaluation
Office of Pupil and Program Monitoring and Appraisal
Baltimore City Public Schools
JMS:fm 2/73

Table D

Number and Percent of ESEA Title I Identified Elementary Pupils Who Were Referred For Dental Care By Grade and Health Status
Baltimore City Public Schools
FY 1973

Judgement of Health Status	Kgn.		Gr. 1		Gr. 2		Gr. 3		Gr. 4		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Severe	12	7.8%	30	11.9%	20	8.8%	17	8.3%	13	7.4%	92	9.1%
Moderate	71	46.4	130	51.4	122	53.7	115	55.8	114	64.8	552	54.4
Slight	70	45.8 (100.0%)	93	36.8 (100.0%)	85	37.4 (100.0%)	74	35.9 (100.0%)	49	27.8 (100.0%)	371	36.5 (100.0%)
Sub-Total	153	73.6%	253	86.1%	227	82.8%	206	79.2%	176	83.4%	1015	81.4%
(Health Status (Not Reported	55	26.4%	41	13.9%	47	17.2%	54	20.8%	35	16.6%	232	18.6%
Total	208	100.0%	294	100.0%	274	100.0%	260	100.0%	211	100.0%	1247	(100.0%) 60.0%
Other[a/]	- -	- - -	- -	- - -	- -	- - -	- -	- - -	- -	- - -	831	40.0%
Grand Total											2078	100.0%

Note: 1/ Data are based on forty-eight schools, the remaining twenty-four did not report this information.

a/ Pupils who were referred for dental care but were not reported by grade or health status.

Source: ESEA Title I Identified Pupils Referred For Dental Care Form, Baltimore City Public Schools FY 1972-73.

ESEA Title I Identified Pupils
Referred For Dental Care
Baltimore City Public Schools
FY 1972-73

Principal _____

School # _____

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status		
				Severe	Moderate	Slight
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Referred for Dental Care

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						

Referred for Dental Care

Name ESEA Title I Identified Pupil	1972-73 Grade	Section	Identified by Teacher Judgment	Judgment of Health Status: Severe	Moderate	Slight
46						
47						
48						
49						
50						

Signature of person completing the form:

_____

Position of person completing the form:

_____

Center for Planning, Research and Evaluation
Office of Pupil and Program Monitoring and Appraisal
Baltimore City Public Schools
JMS:fm 2/73

Appendix D

ESEA Title I Elementary
Parent Involvement Program
Evaluation Form

FY 1973

BALTIMORE CITY PUBLIC SCHOOLS
ESEA TITLE I PARENT INVOLVEMENT PROGRAM
2519 NORTH CHARLES STREET
BALTIMORE, MARYLAND 21218

EVALUATION
PARENT INVOLVEMENT ACTIVITIES

SCHOOL #_____ DATE_____

Ratings					
1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	6 Superior

1. Parent education discussion groups with speakers, i. e., ☐

   a. ☐ -- community leaders

   b. ☐ -- legislators

   c. ☐ -- doctors

   d. ☐ -- lawyers

   e. ☐ -- social workers

   f. ☐ -- home demonstration agents

   g. ☐ -- cosmetologists

   h. ☐ -- educators

   i. ☐ -- police department representatives

   j. ☐ -- clergymen

   k. ☐ -- consumer educators

2. Rap sessions on parent concerns ☐

   a. ☐ -- school problems

   b. ☐ -- neighborhood problems

   c. ☐ -- family problems

3. Demonstrations for homemaking ☐

   a. ☐ -- butchers

   b. ☐ -- chefs

   c. ☐ -- decorators

   d. ☐ -- art teachers

Ratings					
1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	6 Superior

e. ☐ -- seamstresses

4. Classes for educational enrichment ☐

   a. ☐ -- art and handicraft

   b. ☐ -- community resources

   c. ☐ -- reading

   d. ☐ -- music

   e. ☐ -- mathematics

   f. ☐ -- consumer education

   g. ☐ -- you and the law (family law)

5. Singing groups (i.e., gospel chorus, quartets) parent or community volunteer accompanists. ☐

6. Bowling teams ☐

7. Volleyball teams ☐

8. Parent volunteers as coaches, umpires, and scorekeepers at athletic events in the regular school program ☐

9. Volunteer service from community residents who are certified life guards for assistance in the pool area (summer session) ☐

10. Classroom volunteers ☐

   a. ☐ -- listening to a child read privately

   b. ☐ -- assisting a child in constructing projects for art or social studies

   c. ☐ -- accompanying classes on trips as chaperones as well as cultural and educational enrichment

   d. ☐ -- checking papers with a teacher-made key

   e. ☐ -- assisting teacher or aide with bulletin boards and exhibits

   f. ☐ -- assisting with the snack time

   g. ☐ -- making costumes and assisting in making scenery for school plays

   h. ☐ -- culminating activities

   i. ☐ -- helping to arrange auditorium stage with the use of floor plan designed by teachers

Ratings

1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	6 Superior

j. ☐ -- selecting books and slide films from library with the use of a list made by teacher

k. ☐ -- returning the library materials

l. ☐ -- filing

11. Office volunteers ☐

a. ☐ -- serving as messengers to alleviate too frequent and oftimes distracting use of intercom system

b. ☐ -- working with the liaison in recruitment of community and parent volunteers

c. ☐ -- assisting the office aide in stuffing mailboxes

d. ☐ -- assisting the administrators in taking children who need escort service home

e. ☐ -- assisting the School-Home Liaison in the gathering, cleaning and labeling of clothing for the emergency clothing bank

f. ☐ -- answering the telephone

g. ☐ -- distributing notices and materials to classrooms

12. Recreation activities for parents only ☐

a. ☐ -- three P nights (Parents, Pokeno and Pinochle)

b. ☐ -- fun and games night: scrabble, cards, bingo, prizes

c. ☐ -- tours of Baltimore

d. ☐ -- neighborhood

e. ☐ -- other communities

f. ☐ -- colleges

g. ☐ -- out-of-town trips financed by individuals (i.e.), to see show at Carter Baron Amphitheatre in D. C. or Latin Casino, Cherry Hill, New Jersey; educational tours of Annapolis, Washington, D. C., Philadelphia or New York

h. ☐ -- luncheons and demonstrations (Gas & Electric Company)

i. ☐ -- sing-alongs: neighborhood singing groups (church and community-wide)

Ratings					
1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	6 Superior

j. ☐ -- pot luck luncheon meetings

k. ☐ -- recipe exchange meetings

13. Family Fun ☐

a. ☐ -- picnics on the school site, nearby park or beach area (financed by dutch treat family) during the summer session

b. ☐ -- talent shows

c. ☐ -- plays (presented by and directed by parents)

d. ☐ -- fashion shows (parents who have learned to sew, knit or crochet at school share their products by modeling or mounting them on kiosks.)

e. ☐ -- crazy hat pot luck teas (parents make crazy hats out of anything to model for recognition and/or prizes)

f. ☐ -- clean neighborhood project (an ongoing project)

g. ☐ -- slimnastics classes

h. ☐ -- making decorations for seasons or holidays

i. ☐ -- Fall, Winter, Spring and Summer

j. ☐ -- Christmas

k. ☐ -- Thanksgiving

l. ☐ -- Easter

m. ☐ -- Hanukkah

14. Title I Week for winter program ☐

15. Title I Day for summer program ☐

Please rate the functions and responsibilities as carried out by the Home-School Liaison Worker using the above scale. Please select the numerical rating which best represents your judgment and write the number in the box provided. Rate only those activities or functions which have been carried out any time since the program began in this school or is currently in operation.

1. ☐ -- Assists families in an understanding of school and community facilities and resources to promote acceptance and positive use

Ratings					
1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent	6 Superior

2. ☐ -- School-Home Liaison participation in community activities designed to develop a wholesome, constructive and cohesive neighborhood

3. ☐ -- conferences for parents developed to discuss home, community and school problems.

4. ☐ -- community orientation to develop an understanding of the school's program

5. ☐ -- develops a functioning ESEA School Advisory Committee

6. ☐ -- dissemination of information on ESEA Title I program to parents and the broader community (for example, through the development of a school ESEA newsletter and other communications, etc.)

7. ☐ -- ESEA Title I provisions interpreted to staff, parents and community

8. ☐ -- School-Home Liaison Worker participates in community activities and represents the school upon the principal's request at community meetings

9. ☐ -- visits to specific homes of pupils as a direct referral from a member of the school staff (other than Special Services staff) as a communication linkage only

Please check one:

Title I Parent Involvement Program began in school:

____ October 1971

____ December 1971

____ February 1972

____ September 1972

____ November 1972

____ December 1972

NOTE: THE MONTH AND YEAR INDICATE THE ENTRY OF A SCHOOL-HOME LIAISON WORKER ON YOUR PAYROLL.

Please give a narrative report on the following:

1. What factors do you consider as being the strengths of the Parent Involvement Program in your school?

2. What factors do you consider as contributing to weaknesses in the Parent Involvement Program in your school?

3. List all activities for parents at your school that are not found on the rating form.

4. Additional comments:

_____ Date

_____ Principal's Signature

DO NOT WRITE BELOW THIS LINE

FOR CENTRAL ADMINISTRATION USE ONLY

Composite rating _____

Geographic Location _____

Program Affected by:

_____ Personnel

_____ Date of School Entry

_____ Other Parent Involvement Programs in school

Appendix E

ESEA Title I Elementary
William S. Baer School, Number 301

FY 1973

William S. Baer School, Number 301

The William S. Baer School is a most interesting and unique school. It was established in 1933 to meet the needs of the physically handicapped children of Baltimore. It has continued to provide an educational program proven to be outstanding during the FY 1973.

The school program provided services for 291 boys and girls with varying degrees of physical handicaps. Two hundred forty-three of the children were on the elementary school level while 48 were at the secondary level.

More than one hundred fifty of these pupils were hearing handicapped therefore in dire need of communicative techniques. These children had hearing losses so great they could not function in a regular classroom with hearing children. Their lack of full hearing and their accompanying lack of language development, which inhibits their learning, made them unable to engage in the daily grind of regular classroom activities.

Some of these children were born deaf and had family histories of deafness. Some of these children were deaf because of brain damage and other physical causes that might have damaged the nerves of the ear or auditory passage. Others were "rubella children", who were victims of the rubella epidemic of 1964-65. The disease caused deafness, physical deformities, brain damage and mental retardation. Many of the children at Baer School were multiple handicapped as a result of rubella. The combination of deafness and mental retardation was fairly common among these children.

The hearing impaired pupils were grouped according to degrees of hearing loss. These classifications were the ones arrived at by audiologists and not set by the Baer School staff. They were also the ones used as references by the State of Maryland in determining class size.

1. Children with severe to profound hearing loss are considered deaf and are grouped together.
2. Children with moderate to severe hearing loss are considered hard of hearing and are so grouped.
3. Children with mild to moderate hearing loss are considered less hard of hearing and are placed in classrooms with hearing children.

At Baer at that time were:

1. 71 deaf children
2. 65 hard of hearing children
3. 12 children in hearing classes
4. Mixed nursery of the ten youngest children; these pupils' first goal was basic language development

These children formed seventeen classes at the school.

Formerly, the students who attended the Baer School were economically and socially privileged. Though the school's population continued to come from all over the city and from all socio-economic levels, today's pupils have been more deprived socially and economically. The deprivation was one of the factors that determined the Baer School program.

It has been the goal of the Baer School staff to aid the children who could neither hear normal speech, with or without amplification, nor respond to it in a manner to be understood. For these children, the goals were twofold:

1. To experiment with techniques which provided each deaf child with a way in which to communicate with others.
2. To investigate ways in which to channel the communication skills into appropriate avenues of learning.

The Baer School, in its beginning, had a program of oral-aural instruction built upon techniques of lipreading and auditory training: children were taught to read lips and imitate speech. The use of gestures and signs was discouraged. Because some children lacked the visual and mental acuity necessary in following the lips of another in order to unlock speech patterns modifications had to be made in the program. "Rubella children," retarded to the extent that lipreading carried no meaning for them, had to be considered also. Culturally and socially deprived children emphasized the linquistic difficulties more so. Besides, parents presented even more problems as models of lipreading or speech for their children; something had to be done.

Many of these children were not learning academically because of the deafness. They were not learning to read nor to become proficient in any other language arts aspect. They were not understanding mathematical concepts nor social concepts. Any progress made in the past in oral approach was swiftly diminishing. For instance: "At the end of the elementary school experience at Baer, hearing impaired students were customarily sent to grade seven in one of four junior high schools. By 1969, records showed that of the four students who left #301 because of age (13.8) and years of schooling and not because of academic achievement, two read at 1.2 level, one read at 2.0 level and the fourth had no level designation. In 1970, of the eight students sent to junior high school, two read at 1.1 level, three at 1.2 level and the eighth had no level designation. Since the 1969 and 1970 levels were instructional levels based on teachers' judgements rather than standardized tests results, no levels were assigned students leaving in 1971. Testing for 1972 was begun early on an individual basis so that each child going to junior high school would have a standard test score. The test used was the Stanford Achievement, Form X. This testing

was not part of the citywide testing program. It was done by the teachers and was not used as a determinant in arriving at large city norms."[1]

The staff and parents at the Baer School have done much to improve and provide a maximum academic program for the pupils. Visits have been made to institutions for the deaf both in this country and abroad. Consultations have been had with the academically successful as well as the common man in the street who has some degree of deafness. Parents have been made an integral part of the training of these children.

An experience this writer had at the Baer School in June of 1973 was one never to be forgotten. It concerned a graduation exercise held for parents of deaf children. The parents had completed a course in sign language and received certificates. The joy shown on the faces and the enthusiasm shown in the body language of both parents and children was truly gratifying.

Results of the testing was not available for this report but shall be included in the 1973-74 report.

Information presented in this report was obtained through observations visitations and the cited reference.

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1. Maria D. Hammond, Report to the Board of School Commissioners Baltimore City Public Schools, (1972), p. 3.

EMR:kc

School #301 4/11/73

Mrs. Maria Hammond

1972-73 ESEA Title I General Information Guide

I. Does the school have any of the following resource personnel?

a. Social Worker	Full time ☒	Part time ☐	Yes ☐	No ☐
b. Psychologist	Full time ☐	Part time ☐	Yes ☐	No ☒
c. School-Home Liaison Worker	Full time ☒	Part time ☐	Yes ☐	No ☐
d. Nurse	Full time ☐	Part time ☐	Yes ☐	No ☒
e. Doctor	Full time ☐	Part time ☐	Yes ☐	No ☐
f. Dentist	Full time ☐	Part time ☐	Yes ☐	No ☐
g. Speech Therapist	Full time ☐	Part time ☒	Yes ☐	No ☐
h. Librarian 2 das.	Full time ☐	Part time ☒	Yes ☐	No ☐
i. Other (Specify)				

library aide - full time

II. Is there a Children's Aide in every grade K-3rd?
Federally funded aides - 5

Full time ☒ Part time Yes ☐ No ☐

Comment: one of these aides is an equipment technician

III. Is there a part time children's Aide in the 4th grade? Yes ☐ No ☐

IV. Length of school day: _____

V. Is there a language block in the school? _____ Yes ☐ No ☐

VI. Was the School-Home Liaison Worker log seen? Yes ☒ No ☐

VII. Is there evidence of active parent involvement? Yes ☒ No ☐

VIII. Is there an active Local School Advisory Committee in the school? Yes ☒ No ☐

☒ a. Does the Local Advisory Committee develop suggestions to meet their school needs and make them known to City-wide ESEA Title I Advisory Council.

☒ b. Discusses and provides reactions to City-wide Council's formulated long range goals and annual objectives for Title I programs.

☒ c. Does L.A.C. evaluate and provide input to the Division of Research?

☒ d. Does L.A.C. facilitate the implementation of the Title I program in the local school according to the overall Title I program?

Information Guide (Continued)

[X] e. Does L.A.C. disseminate information concerning Title I to members of the local school staff, parents, and students?

[X] f. Are there members of L.A.C. available for answering and raising questions concerning Title I.

[X] g. Do the members assist the Coordinator of Title I,

[ ] h. Are the required reports filled out with assistance from the Center for Planning Research & Evaluation.

[ ] i. What other duties are assigned for the improvement of the Title I program in the local school?

1. _____

2. _____

3. _____

j. Is there a reading resource teacher assigned to the school? Yes [ ] No [X]

Because of the nature of the school program a speech therapist is employed rather than a reading resource teacher.

There is a definite need for:

audiologist
psychologist

NH:hc
ER
JS
ST
AS

3/23/73

CENTER FOR PLANNING, RESEARCH AND EVALUATION
OFFICE OF PUPIL AND PROGRAM MONITORING AND APPRAISAL
BALTIMORE CITY PUBLIC SCHOOLS

Appendix F

ESEA Title I Elementary
Cylburn Reading Program

FY 197 3

Cylburn Reading Program 1972-73

The Winter Tutorial Reading Program at the Cylburn Home for Emotionally Disturbed Pupils for the fiscal year 1973 involved ten (10) pupils. Three of the pupils have been in the program since 1971. Six of the pupils were also participants in the 1972 Summer program.

The Stanford Achievement Test was used for pre- and post-testing. Each pupil was tested also informally, to locate strengths and weaknesses. Suitable programs were prescribed accordingly. Pupils were instructed individually, twice weekly, for 30 or 45 minutes periods.

A variety of visual, auditory and programmed materials were used. Decoding skills were found to be the greatest problem areas, therefore, they were emphasized. Comprehension and thinking skills were also included.

The students in the program ranged in ages 8 thru 14 and were in grades 2-8.

Instruments used: Primary Reading Profiles
Iowa Tests of Basic Skills

The tables following, demonstrate gains made by pupils who participated in the program 4 years; 3 years, and those in the program 2 years.

Total Years Gained

Cylburn

1970 - 73 Reading Comprehension

1970 Score	1971 Score	1972 Score	1973 Score	Average Change
2.6	3.4	5.4	5.7	1.0
2.5	2.3	3.3	3.4	.3
4.6	5.2	5.4	6.4	.6
4.2	4.6	5.8	5.7	.5
5.6	6.5	8.2	7.1	.5
4.9	4.0	5.7	6.7	.6
3.7	3.2	1.5	3.5	-.1
4.7	3.4	5.2	4.9	.1
Mean 4.1	4.1	5.1	5.4	.5

1971 - 73 Reading Comprehension

	1971 Score	1972 Score	1973 Score	Average Change
	3.2	5.0	5.7	1.3
	5.7	6.4	7.2	.8
	1.0	0.8	3.4	1.2
	4.8	4.6	5.0	.1
	6.0	7.2	7.6	.8
Mean	4.1	4.8	5.8	.8

1972 - 73 Reading Comprehension

	1972 Score	1973 Score	Gains in Years
	4.8	5.3	.5
	4.4	5.1	.9
Mean	4.6	5.2	.7

Number of Participants	1972 Mean Score	1973 Mean Score	Total Gains in Years
8	5.1	5.4	.3
6	4.8	5.8	1.0
2	4.6	5.2	.6

Appendix G

ESEA Title I Elementary
Tutorial Program

FY 197 3

Tutorial Program For Elementary
Title I Identified Pupils
1972-73

In ESEA Title I schools, a tutoring program was instituted for identified Title I pupils for the purpose of helping them improve in reading skills. Tutors were selected from the neighboring participating Title I secondary schools and the upper grades of the participating elementary schools.

During the school year 1972-73, elementary schools #13, #35, #100, #103, #119, and #142 participated in the Tutorial Program with a population of 144 tutees distributed from kindergarten through the fifth grade and including pupils in the special curriculum.

Attendance data for FY'72 was recorded for the FY'73 tutees, however, grade designation for twelve tutees were not established. Attendance data was grouped by the number of days on roll, the days present, and the days absent. In the school year 1971-72 there were 183 school days. The group mean and median number of days on roll was 181 and 183 days respectively, for the 137 tutees for whom data were available. For the number of days present, attendance data were available for 137 tutees, the group mean was 162 days, while the group median was 169 days. In this group, the mean and median number of days absent was eighteen and fourteen days respectively.

Attendance data were distributed by grade for the same categories based on the mean for the 137 tutees for whom data were available. For the number of days on roll, the mean range over the grades was from 177-183 days. For the number of days present, the range was from 152-175. In the category, number of days absent, the range was from 9-31.

FY'73 attendance data was recorded for the tutees. The data showed that the mean and median number of days on roll was for the full school year, 181 days.

The mean and median number of days present was 166 and 169 respectively. In this group, the mean number of days absent was fourteen, while the median was twelve. Distributions based on the mean for attendance data by grade for the same categories for 137 tutees established that there was little difference in the attendance pattern between FY'72 and FY'73. For the number of days on roll, the mean range over the grades was 180-181 days. For the number of days present, the range was 152-170, while the range for the number of days absent was from 10-15. Table 1, page 4 , provides means and median attendance data by category for FY'72 and FY'73.

Test data were tabulated in FY'72 for the FY'73 tutees. Data by sub-test for FY'72 were available for twenty-three grade one pupils. Their group mean and median mental age for verbal meaning was 6.2 and 6.6, as measured by the Primary Mental Abilities test K-1 level. In FY'73 reading comprehension test scores were available for twenty-one tutees, their mean grade equivalent was 2.1, while their median grade equivalent was 1.6. See Table 2, page 5 , for complete test data.

There were thirty-four tutees for whom FY'72 test data were available. As measured by the Primary Reading Profiles Level 1, the group mean and median grade equivalent for the sub-test reading comprehension was 1.7 and 1.6 respectively. The Iowa Tests of Basic Skills (ITBS) Form 3 Level A was administered to the group in April of FY'73. Test data were available for thirty-three tutees, the group mean and median grade equivalent in reading comprehension was 2.2 and 2.1 respectively. Table 3, page 6 , provides complete data.

Test data were available for FY'73 tutees who were in grade three FY'72 and grade four FY'73. As measured by the (ITBS) Form 3 Level A and B, these pupils gained eight and nine months in reading comprehension based on the median and median grade equivalent respectively. Table 4, page 7, provides complete data.

Table 5, page 8 , provides status data for FY'73 tutees that failed and were in grade two FY'72 and FY'73.

Table 6, page 9 , provides status data for FY'73 tutees that were in the special curriculum FY'72 and FY'73.

Data were not shown for twenty-eight tutees as test scores were not available.

Table 1

Mean and Median Number of Days On Roll, Present and Absent By
Total School Year 1971-72 and 1972-73 Tutees
ESEA Title 1 Elementary Tutoring Program
Baltimore City Public Schools
FY 1973

School Year 1971-72

	Number of Days On Roll	Number of Days Present	Number of Days Absent
Mean	181	162	18
Median	183	169	14
N	137	137	137

School Year 1972-73

	Number of Days On Roll	Number of Days Present	Number of Days Absent
Mean	181	166	14
Median	181	169	12
N	137	137	137

Note: 1/ There were 144 tutees who participated in the 1972-73 ESEA Title 1 Elementary Tutoring Program, seven of whom attendance data were not available.

a/ There were 137 participants for whom attendance data were available.

Source: 1/ Class Register By School and Grade FY'72 and FY'73.

2/ Numerical Listing of Pupils By Automated Pupil Numbers FY'72 and FY'73.

Table 2

ESEA Title I Elementary Tutorial Program
Mean and Median Grade Equivalent Status By Sub-Test
Grade One FY'72 and Grade Two FY'73

	Primary Mental Abilities K-1 Level Grade FY'72			
	Verbal Meaning [a]	Perceptual Speed	Number Faculity	Spatial Relations
N [b]	23	23	23	23
Mean Mental Age	6.2	7.0	6.8	6.0
Median Mental Age	6.6	7.4	6.10	6.0

	Primary Reading Profiles Level 1 Grade 2 FY'73				
	Auditory Association	Word Recognition	Word Attack	Reading Comprehension [a]	Composite
N [b]	23	22	21	21	21
Mean Grade Equivalent	1.3	1.3	1.4	2.1	1.6
Median Grade Equivalent	1.2	1.2	1.4	1.6	1.4
Level 1 National Norm	1.8	1.8	1.8	1.8	1.8
Level 2 National Norm [c]	2.9	2.8	2.9	2.8	2.9

Note: 1/ Pupils selected to participate in the FY'73 Testing Program.

a/ ESEA Title I area of concentration.

b/ Number of matched pupils for whom test scores were available.

c/ Level two norms are used for grade two pupils tested with (PRP) level one.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY'72 and FY'73.

Table 3

ESEA Title I Elementary Tutorial Program
Mean and Median Grade Equivalent Status By Sub-Test
Grade Two FY '72 - Grade Three FY '73

	Primary Reading Profiles Level 1 Grade 2 FY '72				
	Auditory Association	Word Recognition	Word Attack	Reading [a] Comprehension	Composite
N [b]	34	34	34	34	34
Mean Grade Equivalent	1.3	1.8	1.8	1.7	1.8
Median Grade Equivalent	1.2	1.7	1.5	1.6	1.6
Level I National Norm	1.8	1.8	1.8	1.8	1.8
Level 2 [c] National Norm	2.9	2.8	2.9	2.8	2.9

	Iowa Tests of Basic Skills Form 3 Level A Grade 3 FY '73			
	Vocabulary	Reading [a] Comprehension	Language Composite	Arithmetic Composite
N [b]	33	33	33	33
Mean Grade Equivalent	2.4	2.2	2.7	2.7
Median Grade Equivalent	2.2	2.1	2.5	2.6
Large Cities Norm	3.5	3.5	3.5	3.5
National Norm	3.7	3.7	3.7	3.7

Note: 1/ Pupils selected to participate in the FY '73 Tutoring Program.
a/ ESEA Title I area of concentration.
b/ Number of matched pupils for whom test scores were available.
c/ Level two norms are used for grade two pupils tested with (PRP) level one.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY '72 and FY '73.

Table 4

ESEA Title I Elementary Tutorial Program
Mean and Median Grade Equivalent and Months of Gain
FY '72 to FY '73

	Vocabulary Gr. 3 FY'72	Vocabulary Gr. 4 FY'73	Months of Gain	Reading Comprehension Gr.3 FY'72	Reading Comprehension Gr.4 FY'73	Months of Gain	Language Total Gr.3 FY'72	Language Total Gr.4 FY'73	Months of Gain	Arithmetic Total Gr.3 FY'72	Arithmetic Total Gr.4 FY'73	Months of Gain
N	25	24		25	24		24	23		23	24	
Mean	2.8	3.3	5	2.5	3.4	9	3.1	3.7	6	2.8	3.4	6
Median	2.6	2.9	3	2.4	3.2	8	2.7	3.2	5	2.7	3.2	5
Large Cities Norm	3.5	4.5		3.5	4.5		3.5	4.5		3.5	4.5	

Note: 1/ N = Number of pupils for whom test scores were available.

2/ Reading Comprehension was area of concentration.

Source: Print-Out, City-Wide Testing end of School Year FY'72 and FY'73 for Iowa Tests of Basic Skills Form 3 Level A and B.

Table 5

ESEA Title I Elementary Tutorial Program
Grade Equivalent Range and Status By Sub-Test
For Grade Two and Three Failures
FY '72 and FY '73

Primary Reading Profiles Level 1 Grade 2 FY '72 and FY '73

	FY '72				FY '73	
	Grade Equivalent Range	Number of Pupils	Level 1 a/ National Norm	Level 2 National Norm	Grade Equivalent Range	Number of Pupils
Auditory Association	7 - 1.0	4	1.8	2.9	5 - 1.7	4
Word Recognition	6 - 1.5	5	1.8	2.8	9 - 1.7	5
Word Attack	9 - 1.5	4	1.8	2.9	9 - 1.8	3
Reading b/ Comprehension	1 - 1.9	4	1.8	2.8	1.3 - 1.7	3
Composite	9 - 1.2	4	1.8	2.9	1.1 - 1.9	3

Iowa Tests of Basic Skills Form 3 Level A Grade 3 FY '72 and FY '73

	FY '72		Large Cities National		FY '73	
	Grade Equivalent	Number of Pupils	Norm	Norm	Grade Equivalent	Number of Pupils
Vocabulary	2.0	1	3.5	3.7	2.8	1
Reading b/ Comprehension	2.4	1	3.5	3.7	2.1	1
Language Composite	2.6	1	3.5	3.7	2.1	1
Arithmetic Composite	2.2	1	3.5	3.7	2.0	1

Note: 1/ Pupils selected to participate in the FY '73 Tutoring Program.
a/ Level two norms are used for grade two pupils tested with (PRP) level one.
b/ ESEA Title I area of concentration.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal Alphabetical Print-Out of Test Results FY '72 and FY '73.

Table 6

ESEA Title I Elementary Tutorial Program
Grade Equivalent Range and Status By Sub-Test
For Special Curriculum Pupils
FY'72 and FY'73

	Primary Reading Profiles Level 2 Special Curriculum FY'72 and FY'73				
	FY'72		Level 2 National Norm	FY'73	
	Grade Equivalent Range	Number of Pupils		Grade Equivalent Range	Number of Pupils
Auditory Association	1.2-2.2	4	2.9	1.4-3.9	4
Word Recognition	1.3-1.7	4	2.8	1.2-2.6	4
Word Attack	1.4-2.3	4	2.9	1.6-2.6	4
Reading Comprehension a/	2.3-4.0	4	2.8	1.9-4.0	4
Composite	1.7-2.1	4	2.9	1.6-2.7	4

Note: a/ ESEA Title I area of concentration.

Source: Center for Planning, Research and Evaluation, Office of Pupil and Program Monitoring and Appraisal, Alphabetical Print-Out Sheets of Test Results FY'72 and FY'73 for 1972-73 tutees.

Part II

ESEA Title I Elementary

Summer 1972

Ernestine M. Reid, Ph.D.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban and Supplementary Programs

ESEA, TITLE I PROJECT EVALUATION REPORT
FOR SUMMER TERM 1972 AND
REGULAR SCHOOL TERM 1972-73
PROGRAMS

I. LOCALE OF PROGRAM

A. Local Educational Agency: Baltimore City Public Schools

B. Authorized Representative for LEA:

1. Name and Title: Roland N. Patterson

Superintendent of Public Instruction
(Title)

2. Mailing Address: Three East Twenty-fifth Street

Baltimore, Maryland 21218

3. Telephone Number: HO 7 - 4000

4. Signature: _____ Date _____

C. State Project Number: Summer 1972
(Summer Term 1972)

_____
(Regular School Term 1972-73)

D. Title of Project Summer - Winter ESEA Program
(Summer Term 1972)

_____
(Regular School Term 1972-73)

E. Length of Project

Beginning and Ending Dates: June-August
(Summer Term 1972)

_____
(Regular School Term 1972-73)

Abstract

ESEA Title I Summer Winter Participation
FY 1973

The philosophy of the summer school program 1972 proposal was that the summer school experience be an extension of the regular school year (FY 1972) project. The summer project featured additional services and activities. as well as variations made possible by the easier and greater flexibility of the six week program.

The objectives for the program were set up to improve the reading comprehension level a minimum of 13 months in a school year period (including a six-weeks summer program) of at least 80% of the participants.

The revelation of high percentages of pupils testing below grade level was demonstrated through the evaluation of Iowa Tests of Basic Skills results. Of the 5,000 to 6,000 pupils tested at each of the grade levels from 3 to 6, the list below showed great deficiencies:

Grade 3 - 67% below grade level

Grade 4 - 76% below grade level

Grade 5 - 72% below grade level

Grade 6 - 73% below grade level

The degree of deprivation was noted by a more detailed analysis of those percentages:

Grade 3 - 67% below grade level:

below grade 1	8%
grade 1	24%
grade 2	68%

Grade 4 - 76% below grade level:

below grade 1	7%
below grade 2	44%
grade 3	49%

Grade 5 - 72% below grade level:

below grade 2	14%
below grade 3	43%
grade 4	43%

Grade 6 - 73% below grade level:

at grade 2	2%
at grade 3	20%
at grade 4	37%
at grade 5	41%

Reading Subtests of the Iowa Tests of Basic Skills for grades 3,4,5 and 6 were used as objective criteria.

Subjective criteria was based on observations by teachers, aides, parents, principals and supervisors. It, also, included visits and conferences with the Maryland State Department of Education staff, federal auditors, U.S. Office of Education personnel, and county educational people. Informal conferences were also held between staff and parents.

Reading resource teachers were available to participating schools to work with those children who were atypical in reading disabilities or had extreme problems with communication skills. The reading resource teacher also helped the local school staff with useful techniques and served in appropriate ways, the general focus on improvement of reading skills of pupils.

Children's aides were assigned to each kindergarten and first grade teacher, full time. For the remaining classes and teachers, one children's aide assisted every two teachers in the local school. Aides made possible small group instruction as well as individual help under appropriate teacher guidance, particularly in the key thrust to improve communication skills.

The school day spanned 9:00 a.m. to 1:00 p.m.. At least 90 minutes of the daily program focused upon the improvement of communication skills. Reading was the dominant factor.

Many informal learning situations were provided, also. Interest and hobby groups, clubs and the arts along with physical education were used. Local school pupils, parents and staff reciprocally selected other program ingredients. Schools that selected the physical education resource teacher

carried on developmental exercises, and big muscle activities. Other schools selected art and music experiences. These selections helped create an ample educational environment for pupils. The variety of activities offered many opportunities to help students "value" themselves and their ability to learn. Students were encouraged to speak, listen, read and write about shared experiences.

Field trips were offered to visit cultural sites, museums,industries, historical areas, theaters, concert halls and agency offices. The trips were planned to further the attainment of the objectives. Students were provided opportunities to listen to and observe artists, speakers and performers. They were presented with opportunities that enabled them to even touch some of these people. They actually became personally involved and the experience for them was apparently maximal.

Small class size, as far as possible, was another approach used toward effectively individualizing the program. With the use of aides and parents, the adult - pupil ratio was a favorable 1:6. School-Home

Efforts were made to recruit and select particular children in the regular ESEA, Title I project whose reading levels and other pertinent records showed greatest need for the summer program. Test results, recommendations of classroom teachers, school health personnel, school social worker, school counselor and from the paraprofessional staff served as helpful indicators of pupil needs.

The summer project was operated for pupils from June 1972 through August 11, 1972. Faculty meetings and conferences were held. Time was allotted for the preparation of the next day's activities. Teachers and aides had inschool preservice preparation to learn of new approaches and to become acquainted with the summer school philosophy.
liaison workers discussed with the professional and paraprofessional staff ways to increase parental participation in the summer project and learning

experiences of their children.

A comparison was made of test score results from the April 1972 and April 1973 Iowa Tests of Basic Skills for third through sixth grade pupils who participated in the 1972 summer school program and those in third through sixth who registered for the 1972 summer program but did not attend. This was done to show any significant difference in the reading achievement that might have occurred between pupils who had a summer school intervention and those who did not. It was anticipated that 80% of those pupils attending would have gained 1.5 years in their reading sub test scores above the reading achievement levels of non-attenders.

Attenders (Pupils showing gains of 1.5 mos. or more)

Grade	Number	Percentage
3rd	73	15%
4th	50	26%
5th	30	20%
6th	32	22%

Non Attenders (Showing gains of 1.5 yrs. or more)

Grade	Number	Percentage
3rd	40	18%
4th	30	20%
5th	23	32%
6th	27	24%

Attenders (Gain 10 months)

Grade	Number	Percentage
3rd	179	38%
4th	90	39%
5th	72	49%
6th	65	45%

Non Attenders (Gain 10 months)

3rd	72	33%
4th	54	36%
5th	37	51%
6th	40	36%

It was also predicted that grade one participants would exhibit a level of mastery in verbal comprehension indicating growth of at least 1.0 months in reading comprehension mental age in one year and better than the level attained by those pupils who did not have the summer 1972 program intervention.

The instrument used was the Primary Mental Abilities Test. The raw scores of the verbal comprehension subtest were converted to mental age, manually.

There was no appreciable difference between the grade one attenders and non attenders. In both groups forty-nine percent (49%) showed gains of 1.0 years and more.

Second graders who attended the summer school program showed 2% less in gains. Forty-five percent of attenders demonstrated gains of 1.0 year and more, while forty-seven percent of non attenders gained one year and more.

It would appear that the summer school experience was not as impressionable as one would be led to believe.

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

A. The tables below should be used to summarize the needs of children who actually participated in the ESEA, Title I project(s) under consideration. Indicate the number of participants who demonstrated needs in the areas listed according to the degree of need. A separate table should be used for each grade level of participants. In instances where children are grouped in a nongraded pattern, circle the grade level that would correspond to the children's chronological age.

[X] Summer Term 1972 [ ] Regular School Term 1972-73

Circle One: Pre-K K 1 2 (3) 4 5 6 7 8 9 10 11 12

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEED
	Over 2.0 years below	1.1 through 2.0 years below	0.0 through 1.0 years below	
1. DEVELOPMENTAL READINESS	N/A	N/A	N/A	
2. LANGUAGE ARTS Reading Comp.	319	1100	721	ITBS
Vocabulary	567	880	693	ITBS
3. MATHEMATICS	N/A	N/A	N/A	

*Check Norms Used: [X] National [ ] County [ ] Large City [ ] Other (specify)

*The items to be completed on this page were not applicable to the designated number of children.

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

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[X] Summer Term 1972 [ ] Regular School Term 1972-73

Circle One: Pre-K K 1 2 3 (4) 5 6 7 8 9 10 11 12

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEED
	Over 2.0 years below	1.1 through 2.0 years below	0.0 through 1.0 years below	
1. DEVELOPMENTAL READINESS	N/A	N/A	N/A	
2. LANGUAGE ARTS Reading Comp.	140	805	299	ITBS
Vocabulary	385	859	385	ITBS
3. MATHEMATICS	N/A	N/A	N/A	

*Check Norms Used: [X] National [ ] County [ ] Large City [ ] Other (specify)

*The items to be completed on this page were not applicable to the designated number of children.

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☒ Summer Term 1972 ☐ Regular School Term 1972-73

Circle One: Pre-K K 1 2 3 4 (5) 6 7 8 9 10 11 12

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEEDS
	Over 2.0 years below	1.1 through 2.0 years below	0.0 through 1.0years below	
1. DEVELOPMENTAL READINESS	N/A	N/A	N/A	
2. LANGUAGE ARTS READING COMP.	44	250	755	ITBS
Vocabulary	36	258	755	ITBS
3. MATHEMATICS	N/A	N/A	N/A	

*Check Norms Used: ☒ National ☐ County ☐ Large City ☐ Other (specify)

* The items to be completed on this page were not applicable to the designated number of children.

II. NEEDS OF CHILDREN WHO PARTICIPATED IN THE ESEA, TITLE I PROJECT FOR FISCAL YEAR 1973

A. The tables below should be used to summarize the needs of children who actually participated in the ESEA, Title I project (s) under consideration. Indicate the number of participants who demonstrated needs in the areas listed according to the degree of need. A separate table should be used for each grade level of participants. In instances where children are grouped in a nongraded pattern, circle the grade level that would correspond to the children's chronological age.

☒ Summer Term 1972 ☐ Regular School Term 1972-73

Circle One: Pre-K K 1 2 3 4 5 (6) 7 8 9 10 11 12

AREA OF DEPRIVATION	DEPRIVATION BELOW NORMS*			MEASURES USED TO IDENTIFY NEEDS
	Over 2.0 years below	1.1 through 2.0 years below	0.0 through 1.0years below	
1. DEVELOPMENTAL READINESS	N/A	N/A	N/A	
2. LANGUAGE ARTS READING COMP.	14	41	136	ITBS
Vocabulary	8	25	156	ITBS
3. MATHEMATICS	N/A	N/A	N/A	

*Check Norms Used: ☒ National ☐ County ☐ Large City ☐ Other (specify)

* The items to be completed on this page were not applicable to the designated number of children.

II. B. Using Table I, indicate for each applicable method the individuals involved in determining students' needs.

TABLE I - TYPES OF MEASURES AND PERSONS INVOLVED IN THE DETERMINATION OF NEEDS

MEASURES USED	PERSONS INVOLVED				
	Local School Staff (Teachers, Aides, Principals)	Parents	Central Offical Staff	Nonpublic School Personnel	Other (Specify)
Standardized Achievement Tests	X		X		
Standardized Intelligence Tests	X		X		
Interest Inventories	X	X	X		
Attitude Inventories	X		X		
Locally Revised Skills Tests	X				
Teacher-made Skills Tests	X				
Teacher Ratings	X				
Anecdotal Records	X				
Observer Reports	X	X			
Health Records	X	X	X		
Pupil Personnel Reports	X				
Attendance Records	X	X	X		
Other (Specify)					

II. C. Using Table II, indicate the total number of pupils by grade level who actually participated in the program.

TABLE II - TOTAL NUMBER OF PARTICIPANTS IN THE 1972-73 ESEA, TITLE I PROGRAM

GRADE LEVEL OF PARTICIPANTS	NUMBER OF TITLE I PARTICIPANTS			
	Summer Term 1972		Regular School Term 1972-73	
	Public	Nonpublic	Public	Nonpublic
Pre-K	679	0		
K	1895	21		
1	2472	27		
2	2409	27		
3	2140	33		
4	1244	27		
5	1049	10		
6	189	4		
Ungraded	277			
8				
9				
10				
11				
12				
Out-of-School (Specify)				
Total	12,354	149		

What was the average daily attendance of the Title I participants?

1. For the Summer Term 1972: 10,808
2. For the Regular School Term 1972-73: _____

II. D. Using the table* below, indicate by grade level the number of participants in the fiscal year 1973 Title I project who also participated for one or more consecutive years in earlier regular school term Title I projects.

GRADE LEVEL OF PARTICIPANTS	NUMBER OF PARTICIPANTS IN PAST REGULAR TERM TITLE I PROJECTS			
	Fiscal Year 1972	Fiscal Years 1971 and 1972	Fiscal Years 1970, 1971, and 1972	Fiscal Years 1969, 1970, 1971, & 1972
K	1895	N/A	N/A	N/A
1	2472	N/A	N/A	N/A
2	2409	N/A	N/A	N/A
3	2140	N/A	N/A	N/A
4	1244	N/A	N/A	N/A

*This table is included for the purpose of establishing some baselines for longitudinal studies of the impact of Title I. Such information is being increasingly requested by federal and state agencies assessing the effectiveness of Title I.

III. EVALUATION

A. Project Objectives and Actual Outcomes: List the measurable objectives established for the fiscal year 1973 Title I Project(s) and the extent to which each objective was actually achieved. Listed objectives should include the skill or area to be improved, the amount of improvement expected, and the time period in which improvement is to occur.

Example

Objectives: To develop the reading skills of the Title I participants so that they will be able to achieve 10 months growth in reading for a year (10 months) of instruction.

Degree Achieved: Second-grade pupils achieved eight months of growth in reading for a year of instruction as indicated by the difference between the pre- and post-test score means (see Table III, page 10).

1. For the Summer Term 1972:

   a. Objective: To improve the reading comprehension level a minimum of 13 school months in a school year period (including a six-week summer program) of at least 80% of the participants.

   Degree Achieved: 40% of the participants showed gains of 10 school months or more while 27% showed gains of 13 school months. See Table - for percentage gain at grade level.

   b. Objective: To have at least 80% of all Title I children in grades 3 through 6 read for fun reading a minimum of six library books while they participate in the summer program. To provide library experiences, visits, and materials for use by pupils in lower elementary grades, K-2.

   Degree Achieved: 81% of the children in grades 3-4 read six or more books during the summer months. 19% read less than six books. 97% of K-2 pupils were provided library experiences.

c. Objective: To have all children except those in kindergarten or other pre-school levels maintaining and improving their writing abilities as follows:

The first level, one complete sentence of at least 10 words.

The second level, three complete related sentences of at least 10 words.

The third level, four complete related sentences of at least 16 words.

The fourth, fifth, and sixth level, one, two, or three related paragraphs.

Degree Achieved: There was 97% achievement in writing abilities which involved all levels measured.(1-6)

d. Objectives:

Degree Achieved:

III. B. Conclusions Based on Evaluation Data:

1. Are any modifications being considered for future programs as a result of the evaluation data gathered for this project? Describe briefly.

Tentative summer school plans, 1973, were to have included pre-schoolers through fourth grade only. There was included, however, a provision, should enrollment be low, some fifth and sixth graders might attend.

2. Frequent requests are received for examples of successful Title I activities or projects, the success of which can be supported by standardized achievement test scores. Please supply the name(s) of several schools, classes, or project components which have demonstrated unusual success in improving the achievement of educationally disadvantaged children.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Three(Repeater)

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1972	3	60	N/A	N/A
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	3	60	2.5	High - 4.7 Low - 1.2

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Three

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Primary Reading Profiles Reading Comprehension	April 1972	3	474	2.1	High - 4.5 Low - 0.0
POST-TEST RESULTS					
Iowa Tests of Basic SKills Reading Comprehension	April 1973	3	474	2.8	High - 5.6 Low - 1.0

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Vocabulary	April 1972	3	250	2.5	High - 5.3 Low - 1.1
POST-TEST RESULTS					
Iowa Test of Basic Skills Vocabulary	April 1973	3	235	3.1	High - 7.7 Low - 1.6

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1972	3	250	2.2	High - 5.3 Low - 1.1
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	3	235	3.0	High - 6.5 Low - 1.5

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Spelling	April 1972	3	248	2.6	High - 5.6 Low - 1.1
POST-TEST RESULTS					
Iowa Tests of Basic Skills Spelling	April 1973	3	233	3.3	High - 7.3 Low - 1.5

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Capitalization	April 1972	3	248	2.5	High - 6.1 Low - 1.1
POST-TEST RESULTS					
Iowa Tests of Basic Skills Capitalization	April 1973	3	233	3.2	High - 6.8 Low - 1.8

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Punctuation	April 1972	3	248	2.8	High - 6.7 Low - 1.1
POST-TEST RESULTS					
Iowa Tests of Basic Skills Punctuation	April 1973	3	233	3.3	High - 7.4 Low - 1.4

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Usage	April 1972	3	248	2.4	High - 5.8 Low - 1.0
POST-TEST RESULTS					
Iowa Tests of Basic Skills Language Usage	April 1973	3	233	2.9	High - 6.6 Low - 1.4

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Four

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Total	April 1972	3	248	2.6	High - 5.5 Low - 1.5
POST-TEST RESULTS					
Iowa Tests of Basic Skills Language Total	April 1973	3	233	3.2	High - 6.4 Low - 1.9

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Vocabulary	April 1972	3	167	2.7	High - 6.6 Low - 1.4
POST-TEST RESULTS					
Iowa Tests of Basic Skills Vocabulary	April 1973	3	147	3.6	High - 7.6 Low - 2.1

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1972	3	167	2.7	High - 3.6 Low - 1.4
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	3	147	3.6	High - 6.2 Low - 2.1

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Spelling	April 1972	3	164	3.2	High - 7.1 Low - 1.4
POST-TEST RESULTS					
Iowa Tests of Basic Skills Spelling	April 1973	3	148	3.9	High - 8.2 Low - 1.8

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic SKills Capitalization	April 1972	3	164	3.1	High - 6.6 Low - 1.8
POST-TEST RESULTS					
Iowa Tests of Basic Skills Capitalization	April 1973	3	148	3.9	High - 8.1 Low - 2.0

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic SKills Punctuation	April 1972	3	164	3.3	High - 6.6 Low - 1.7
POST-TEST RESULTS					
Iowa Tests of Basic Skills Punctuation	April 1972	3	148	4.1	High - 8.0 Low - 1.6

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Usage	April 1972	3	164	2.9	High - 5.2 Low - 1.5
POST-TEST RESULTS					
Iowa Tests of Basic Skills Language Usage	April 1973	3	148	3.5	High - 8.2 Low - 2.3

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Five

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Total	April 1972	3	164	3.1	High - 6.6 Low - 2.2
POST-TEST RESULTS					
Iowa Tests of Basic SKills Language Total	April 1973	3	148	3.8	High - 7.5 Low - 2.5

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Vocabulary	April 1972	3	160	4.0	High - 8.2 Low - 2.0
POST-TEST RESULTS					
Iowa Tests of Basic SKills Vocabulary	April 1973	3	155	5.0	High - 9.0 Low - 2.3

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1972	3	160	2.9	High - 8.2 Low - 2.3
POST-TEST RESULTS					
Iowa Tests of Basic Skills Reading Comprehension	April 1973	3	155	4.8	High - 8.7 Low - 3.0

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Spelling	April 1972	3	161	4.4	High - 8.2 Low - 2.0
POST-TEST RESULTS					
Iowa Tests of Basic Skills Spelling	April 1973	3	159	5.2	High - 9.7 Low - 2.2

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
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TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Capitalization	April 1972	3	161	4.3	High - 7.8 Low - 1.8
POST-TEST RESULTS					
Iowa Tests of Basic Skills Capitalization	April 1973	3	159	5.3	High - 9.6 Low - 2.3

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
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TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Punctuation	April 1972	3	161	4.7	High - 8.5 Low - 1.9
POST-TEST RESULTS					
Iowa Tests of Basic Skills Punctuation	April 1973	3	158	5.1	High - 9.3 Low - 2.1

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
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TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Usage	April 1972	3	161	3.8	High - 7.1 Low - 2.1
POST-TEST RESULTS					
Iowa Tests of Basic Skills Language Usage	April 1973	3	157	4.5	High - 8.4 Low - 2.1

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
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TABLE III - STANDARDIZED ACHIEVEMENT TEST RESULTS, ESEA, TITLE I 1972-73
STUDENTS WHO TOOK BOTH THE PRE- AND POST-TESTS AND WHO PARTICIPATED
IN THE REGULAR AND SUMMER SCHOOL TERM PROGRAM ONLY

Grade Sixth

Name of Test and Each Subsection	Month and Year Administered	Form	Number of Students 1/	Grade Equivalent Mean	Grade Equivalent Range
PRE-TEST RESULTS					
Iowa Tests of Basic Skills Language Total	April 1972	3	161	4.3	High - 7.7 Low - 2.3
POST-TEST RESULTS					
Iowa Tests of Basic Skills Language Total	April 1973	3	157	5.3	High 8.8 Low - 2.4

1/ Include only those students who took both the pre- and post-test and who participated in the regular and summer term program only.

INSTRUCTIONS

a) Report data on the achievement tests used most widely in this program.
b) Use a separate sheet for each grade level and subtest being reported.
c) Mean scores should be reported in grade equivalent form.
d) Report data for nonpublic students separately.

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	18
2	3
3	7
4	1
5	2
6	4
7	0
8	3
9	2
10	2
11	3
12	0
13	1
14	1
15	0
16	5
17	0
18	2
19 and above	4

Total=58 Median Gain= 4 mos.

*Indicate the following:

--achievement area tested Reading Comprehension

--grade level of participants Third (Repeaters)

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	44
2	47
3	34
4	38
5	36
6	21
7	31
8	25
9	19
10	19
11	28
12	21
13	24
14	14
15	10
16	7
17	11
18	14
19 and above	31

Total=474 Median Gain= 7 mos.

*Indicate the following:

--achievement area tested Reading Comprehension

--grade level of participants Third

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	64
2	7
3	11
4	3
5	15
6	5
7	7
8	7
9	5
10	5
11	10
12	6
13	6
14	6
15	4
16	4
17	3
18	2
19 and above	20

Total=190 Median Gain= 5 mos.

*Indicate the following:

--achievement area tested Vocabulary

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	62
2	13
3	13
4	9
5	9
6	13
7	9
8	8
9	6
10	8
11	5
12	6
13	7
14	14
15	5
16	4
17	7
18	8
19 and above	26

*Indicate the following: Total=232 Median Gain= 7 mos.

--achievement area tested Reading Comprehension

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	64
2	6
3	12
4	15
5	9
6	6
7	13
8	11
9	19
10	7
11	4
12	7
13	8
14	12
15	5
16	3
17	3
18	4
19 and above	22

*Indicate the following: Total=234 Median Gain= 7 mos.

--achievement area tested Spelling

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	71
2	5
3	14
4	9
5	8
6	6
7	8
8	8
9	9
10	8
11	3
12	5
13	8
14	4
15	3
16	5
17	0
18	4
19 and above	21

Total=199 Median Gains=4 mos.

*Indicate the following:

--achievement area tested Capitalization

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	81
2	10
3	8
4	7
5	8
6	8
7	7
8	9
9	3
10	5
11	6
12	6
13	8
14	1
15	7
16	1
17	3
18	3
19 and above	22

Total=203 Median Gain= 5mos.

*Indicate the following:

--achievement area tested Punctuation

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	74
2	12
3	7
4	11
5	6
6	6
7	9
8	5
9	12
10	4
11	6
12	6
13	10
14	2
15	11
16	3
17	4
18	2
19 and above	13

*Indicate the following: Total=203 Median Gain= 4 mos

--achievement area tested Language Usage

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	47
2	10
3	6
4	6
5	8
6	17
7	7
8	12
9	8
10	10
11	6
12	9
13	3
14	3
15	2
16	3
17	2
18	2
19 and above	29

*Indicate the following:

Total= 199 Median Gain= 7 mos.

--achievement area tested Language Total

--grade level of participants Fourth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	49
2	5
3	7
4	1
5	7
6	7
7	5
8	1
9	12
10	3
11	6
12	2
13	8
14	7
15	7
16	5
17	4
18	2
19 and above	34

Total= 172 Median Gain=9.8 mos.

*Indicate the following:

--achievement area tested Vocabulary

--grade level of participants Fifth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	23
2	6
3	5
4	5
5	6
6	10
7	4
8	7
9	9
10	5
11	10
12	9
13	10
14	8
15	6
16	4
17	0
18	4
19 and above	16

Total= 147 Median Gain= 9.3 mos.

*Indicate the following:

--achievement area tested Reading Comprehension

--grade level of participants Fifth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	55
2	7
3	5
4	6
5	6
6	8
7	10
8	6
9	7
10	7
11	5
12	2
13	10
14	5
15	0
16	2
17	3
18	4
19 and above	24

Total= 172 Median Gain= 6 mos.

*Indicate the following:

--achievement area tested Spelling

--grade level of participants Fifth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	48
2	9
3	9
4	8
5	11
6	8
7	6
8	9
9	9
10	4
11	6
12	7
13	5
14	10
15	5
16	2
17	5
18	3
19 and above	23

Total 187 Median Gain= 7 mos.

*Indicate the following:

--achievement area tested ~~Capitalization~~ Fifth

--grade level of participants _____

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	55
2	11
3	3
4	5
5	1
6	4
7	5
8	3
9	2
10	6
11	6
12	9
13	7
14	10
15	3
16	7
17	4
18	6
19 and above	26

Total= 173 Median Gain= 8 mos.

*Indicate the following:

--achievement area tested Punctuation

--grade level of participants Fifth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	53
2	15
3	3
4	6
5	17
6	6
7	10
8	2
9	8
10	8
11	8
12	1
13	6
14	2
15	10
16	5
17	1
18	5
19 and above	12

*Indicate the following: Total=178 Median Gain= 6 mos.

--achievement area tested Language Usage

--grade level of participants Fifth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	43
2	5
3	13
4	14
5	15
6	11
7	4
8	10
9	12
10	9
11	10
12	6
13	9
14	7
15	3
16	4
17	3
18	2
19 and above	7

Total= 187 Median Gain= 6 mos.

*Indicate the following:

--achievement area tested Language Total

--grade level of participants Fifth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	39
2	2
3	8
4	1
5	4
6	3
7	4
8	4
9	13
10	3
11	1
12	9
13	4
14	5
15	2
16	4
17	3
18	6
19 and above	37

*Indicate the following: Total= 152 Median Gain= 11 mos.

--achievement area tested Vocabulary

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	34
2	4
3	10
4	0
5	6
6	5
7	9
8	5
9	8
10	10
11	8
12	7
13	4
14	4
15	3
16	1
17	2
18	4
19 and above	22

*Indicate the following: Total=146 Median Gain= 8mos.

--achievement area tested Reading Comprehension

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	33
2	4
3	8
4	3
5	14
6	1
7	9
8	4
9	5
10	12
11	6
12	3
13	7
14	4
15	3
16	0
17	5
18	2
19 and above	34

Total= 157 Median Gains= 8 mos.

*Indicate the following:

--achievement area tested Spelling

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	36
2	4
3	3
4	6
5	4
6	4
7	6
8	7
9	4
10	6
11	7
12	2
13	3
14	4
15	6
16	3
17	5
18	4
19 and above	43

Total= 157 Median Gain= 9 mos.

*Indicate the following:

--achievement area tested Capitalization

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	51
2	5
3	5
4	3
5	5
6	5
7	5
8	4
9	5
10	5
11	4
12	3
13	5
14	5
15	7
16	6
17	2
18	1
19 and above	32

Total= 158 Median Gain= 7 mos.

*Indicate the following:

--achievement area tested Punctuation

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	49
2	3
3	9
4	3
5	6
6	13
7	4
8	5
9	1
10	7
11	3
12	2
13	10
14	1
15	7
16	6
17	4
18	4
19 and above	21

Total= 158 Median Gain= 5 mos.

*Indicate the following:

--achievement area tested Language Usage

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

TABLE V - NUMBER OF CHILDREN AND AMOUNT OF GAIN ACHIEVED BETWEEN PRE- AND POSTTESTING ON STANDARDIZED ACHIEVEMENT MEASURES*

Number of Months Gain Between Pre- and Posttesting	Number of Children Achieving Indicated Amount of Gain
1 or less	33
2	9
3	6
4	8
5	8
6	8
7	7
8	7
9	5
10	7
11	2
12	10
13	7
14	7
15	3
16	3
17	5
18	4
19 and above	19

Total= 158 Median Gain= 7 mos.

*Indicate the following:

--achievement area tested Language Total

--grade level of participants Sixth

--whether participants are public school or nonpublic school students

IV. Program Operation

A. List the problems, if any, encountered in implementing your local fiscal year 1973 Title I projects. (If any of these problems have been resolved, please explain the solution(s) to each one.)

1. By local supervisory/administrative staff

   a. The Title I coordinator

   b. Finance personnel

   c. Instructional personnel

   d. Research personnel

2. By principals

3. By teachers

   Teachers would like to have more resource personnel and a greater amount of available reading materials.

4. By aides

5. By parents

   Parents wanted more stress on academic subjects. Also, they would like better selections in the lunch programs.

6. By the community

IV. B. Briefly summarize the nature and outcomes of any modifications made in project activities or operations which altered or departed from those described in the original project application.

1. For the Summer Term 1972:

2. For the Regular School Term 1972-73:

C. What prompted these modifications? Evaluation of student performance? Observations or opinions of school personnel? Observations or opinions of parents? Budget needs?

IV. D. Cooperation with Other Agencies: Check any of the services or activities listed below which were provided Title I participants by other community groups and agencies.

1. Health Department

   a. (X) Examinations for diagnosis of physical deficiencies

   b. (X) Immunization shots

   c. (X) Dental services

   d. (X) Medical and/or dental personnel for the Title I program

   e. (X) Liaison services between home and school concerning health problems

2. Department of Social Services

   a. (X) Lists of children eligible for and receiving medical services to help establish eligibility of Title I children

   b. (X) Lists of Title I families receiving social services

   c. (X) Confirmation of family welfare status for coordination of Title I services

   d. (X) Medical and welfare assistance to Title I families

3. Civic Groups

   a. (X) Community resource persons to discuss current problems of Title I families

   b. (X) Selected services such as provision of glasses to Title I participants by charity clubs and organizations

   c. (X) Food, and/or clothing, supplied by charity organizations

   d. (X) Dissemination services concerning goals and operations of Title I program

   e. (X) Meeting places for Title I parents for social or discussion sessions

4. Religious Organizations

   a. (X) Meeting places for socials, or planning sessions

   b. (X) Food and/or clothing for Title I children

   c. (X) Monetary contributions for food or other emergency services

   d. (X) Baby sitting services to Title I families

5. Others (not included above):

[X] Summer Term 1972 [ ] Regular School Term 1972 - 73

PROGRAM EMPHASIS (Check items that apply)	PERSONNEL CONDUCTING TRAINING PROGRAM (Check items that apply)	PERSONNEL PARTICIPATING (Specify numbers for each group participating)	LENGTH AND LOCATION OF TRAINING SESSIONS (Check items that apply)
[X] Review of the objectives of the Title I program [X] Orientation and schedules for the program [X] Roles of teacher and teacher aide in the teacher/aide team [ ] Joint teacher - teacher aide planning for instructional activities [ ] Joint teacher - teacher aide approaches to instruction [ ] Team (teacher/aide/resource or helping teacher) approach to instruction [X] Means of identifying and diagnosing individual student learning needs [X] Development of language and reading readiness skills for pre-school and early elementary children [X] Methods of individualizing reading instruction [ ] Development of student self-concept [X] Role of parents in reinforcing instructional activities [ ] Construction of materials and utilization of special instructional equipment [X] Record keeping and analysis of test data [X] Readying of classrooms for opening of school [ ] Other: _____	[X] Local supervisory staff Local School Personnel: [X] Principals [X] Teachers [X] Aides [ ] University Consultants (Identify) _____ [ ] Consultants from other school systems (identify) _____ [ ] People from community agencies (identify) _____ [ ] SEA staff (identify) _____ [ ] Parents [ ] Other (identify) _____	Central Office Staff: ( ) Supervisory/Administrative (50) Subject Specialists ( ) Ancillary/Supportive School Personnel: (63) Principals (621) Teachers (421) Aides (50) Librarians (50) Library Aides (38) Other Specialized and Community Personnel: (129) Resource personnel ( ) Parents ( ) Community Volunteers ( ) Other(s) 41 curriculum coordinator	Length: [ ] 1/2 day [ ] 1 day [X] 2 days [ ] 3-5 days [ ] 6-10 days [ ] more than 10 days Location: [ ] In central location [X] In individual schools [ ] In classrooms [ ] Other: _____

[X] Summer Term 1972 [ ] Regular School Term 1972 - 73

PROGRAM EMPHASIS (Check items that apply)	PERSONNEL CONDUCTING TRAINING PROGRAM (Check items that apply)	PERSONNEL PARTICIPATING (Specify numbers for each group participating)	NUMBER, FREQUENCY AND LOCATION OF INSERVICE SESSIONS	TIME OF DAY WHEN TRAINING SESSION CONDUCTED
[X] Review of the objectives of the Title I program [X] Orientation and schedules for the program [X] Roles of teacher and teacher aide in the teacher/aide team [X] Joint teacher - teacher aide planning for instructional activities [X] Joint teacher - teacher aide approaches to instruction [X] Team (teacher/aide/resource or helping teacher) approach to instruction [X] Means of identifying and diagnosing individual student learning needs [X] Methods of individualizing reading instruction [X] Development of language and reading readiness skills for pre-school and early elementary children [X] Development of student self-concept [X] Role of parents in reinforcing instructional activities [X] Construction of materials and utilization of special instructional equipment [X] Record keeping and analysis of test data [ ] Other:	[ ] Local supervisory staff Local School Personnel: [X] Principals [X] Teachers [X] Aides [ ] University consultants (Identify) [ ] Consultants from other school systems (Identify) [X] People from community agencies (Identify) Model Cities [ ] ESEA staff (Identify) [X] Parents [ ] Other (Identify)	Central Office Staff: ( ) Supervisory/Administrative (50) Subject Specialists ( ) Ancillary/Supportive School Personnel: (63) Principals (621) Teachers (421) Aides (50) Librarians (50) Library Aides (38) Other Specialized and Community Personnel: (129) Resource personnel ( ) Parents ( ) Community Volunteers ( ) Other(s) 41 curriculum coordinator	Frequency: [ ] Twice a year [X] Monthly [ ] Bi-weekly [ ] Other Length: [ ] Full day [ ] Half-day [X] Two hours or less Location: [ ] In central location [X] In individual schools [ ] In classrooms [ ] Other:	[ ] A. M. during school hours [ ] P. M. during school hours [X] Professional release time [X] P. M. after school hours [ ] Saturdays [ ] Other:

(6) Total number of inservice sessions

( ) Total number of inservice sessions involving joint training of teachers and aides

IV. F. Involvement of Title I Parents: Check those activities included as a part of the program that were designed to involve the parents of Title I children in the program.

1. [X] Program planning conferences
2. [X] Individual school advisory committees
3. [X] Employment as aides in classroom
4. [X] Classroom visits by parents
5. [X] Regularly scheduled school meetings
6. [X] Use as volunteer aides
7. [X] Home visits by school personnel
8. [X] Social activities
9. [ ] Other: (List) _____

_____

_____

Appendix

The following forms demonstrate opinions and attitudes of students, parents, teachers, and principals participating in the ESEA Title I Summer School Program for the year 1972. The data was collected from all participants as stated previously.

STUDENT REACTION SHEET

Summer '72

I. What did you like most about the summer schools?

Reading program	442
Cultural activities	252
Snack program	121
Physical education	235
Other	80
No Answer	1

II. How did you feel about attending summer school?

Enjoyed it very much	746
Was okay	191
Liked it very little	48
Liked it not at all	22
No Answer	1

III. Who encouraged or recommended that you attend summer school?

Principal	111
Teacher	285
Parent	520
Yourself	379
Other	14
No Answer	2

IV. Which of these helped you to learn best in summer school?

Reading program	333
Children's aide	68
Teacher	591
Other	8
No Answer	8

V. What reading program did you use?

Stern	322
Distar	64
SRA	106
Other	522
No Answer	4

VI. How many trips did you take with your summer school class?

One	12
2-4	591
More than 5	397
None	6
No Answer	2

STUDENT REACTION SHEET (cont'd)

VII. How do you travel to summer school each day?

MTA	22
Family car	50
School bus	40
Walk	891
Other	3
No Answer	2

VIII. If you had one wish, how would you use it in summer school?

I wish:	Total
1. For more subjects (math, art, etc.)	145
2. More trips	99
3. Longer summer school period (weeks & hours)	52
4. For more physical education	47
5. To do my work well	35
6. Undecided	32
7. No wish	26
8. Think and read more clearly	25
9. Better snacks and lunches	24
10. Be a good or better person or student	24
11. Be a teacher	22
12. To come next year	17
13. Money for summer school (repairs, assistance, etc.)	15
14. More outdoor play	13
15. To do many different things	13
16. Longer trips to far places	11
17. Better playground equipment	11
18. Learn more	11
19. More cultural programs	11
20. More library books as prizes	11
21. Be smartest in class	10
22. Attend everyday	9
23. Have more and better teaching equipment	9
24. Have a different teacher	8
25. To have more fun	8
26. To have a ride to school	8
27. Parties	8
28. Write stories	8
29. To be a teacher's aide	7
30. Shorter summer school period (weeks)	6
31. No summer school	6
32. Help teachers	6
33. Bigger classes	5
34. Share summer school experiences	4
35. Air-conditioning	4
36. Be in skill training	3
37. Help each other	3
38. To pass my grade	3
39. To have visitors	3

STUDENT REACTION SHEET (cont'd)

	Total
40. Keep it to myself	3
41. Have more friends here	3
42. Make summer school more interesting	3
43. No winter school	2
44. To be a baseball player	2
45. Have more teachers	2
46. No writing	2
47. Good education and a job	2
48. Summer school would not end	2
49. All girl summer school	2
50. Later starting time	1
51. Go home and play	1
52. Have a lot of clothes	1
53. Be a cowboy	1
54. Be a truck driver	1
55. Be a farmer	1
56. Be a pretty girl	1
57. Have a present for the school	1
58. Lunchroom	1
59. To be the boss	1
60. Newspaper in every class	1
61. Good house	1
62. Make books more interesting	1
63. Older	1
64. Use same methods	1
65. Winter session to be like summer school	1
No Answer	158
Total	1008

PARENT REACTION SHEET

Summer ' 72

I. Who decided that your child should attend summer school?

You	463
Principal	17
Teacher	94
Your child	162
Other	23
No Answer	1

II. How many times have you visited your child's summer school class this year?

One visit	110
2-5 visits	264
6-10 visits	111
More than 10 visits	144
Not at all	58
No Answer	1

III. How many times have you gone on field trips with your child's summer school class?

1 trip	143
2-5 trips	236
More than 5 trips	76
Not at all	226
No Answer	7

IV. How do you feel summer school has helped your child?

A great deal	550
Somewhat	104
A little bit	23
None at all	5
No Answer	6

V. How adequate do you feel the "snack program" is in your child's school?

More than adequate	199
Adequate	440
Less than adequate	32
Not at all adequate	11
No Answer	6

VI. Number these programs in the order you feel they best serve your child. (Using no. 1 as best)

	1	2	3	4	5	6	No Answer
Physical Education	65	94	136	112	74	83	124
Cultural Activities	88	234	126	56	49	25	110
Reading Program	465	88	37	12	7	10	69
Music	13	42	120	155	115	81	162
Snack Program	7	21	51	90	142	208	169
Children's Aides	41	113	82	88	116	86	162

REACTION SHEET (cont'd)

VII. What would you change about summer school?	Total
Nothing	355
Hours	32
More trips and cultural activities	15
Snack program	12
More subjects (art, math, etc)	8
Length of summer school	6
Air-conditioning	5
More programs	5
Smaller classes	5
More community & parent involvement	5
More work, less play	3
Physical education	3
Counselors	2
Improvements in all areas	2
More children's aides	2
More resource teachers	2
More discipline	1
Less discipline	1
Structured classes	1
Marks transferred onto winter reports	1
Allow younger children to attend	1
Recruit program to more parents	1
Give parents schedule	1
Way materials are sent home	1
Children should not pay for trips	1
More Money	1
No Answer	218
Total	688

PARENT'S REACTION (Yellow Sheets)

Summer '72

	Total
I. Since your child attended summer school, what activities seemed to help him in his learning?	
Reading program	7
Principal's attitude towards children	1
Language skills	2
Self-Expression in class	3
Work together	1
Work alone	1
Cultural Activities	3
Child did not attend	1
No Answer	0
Total	20
II. From a parent's point of view, what would you change about summer school?	
Nothing	3
Pay Parent liaison full days pay	1
More reading material	1
More parent involvement	2
Teachers to work harder with slow children	1
Find out what the children want	1
After finding the number who won't come fill in with those who really wan to come	1
No Answer	2
Total	12

TEACHER REACTION SHEET

Summer '72

I. What reading program did you use?

Stern	88
SRA	12
Distar	108
Other	159
No Answer	8

II. How do you find the availability of instructional materials?

More than ample	110
Ample	210
Less than ample	20
Very poor	5
No Answer	9

III. What resources are available to you in the summer school?

Reading resource teacher	207
Art resource teacher	182
Physical education teacher	216
Librarians	267
Music resource teacher	244
All of these	24
No Answer	2

IV. How do you find the use of children's aides to reinforce skills?

Invaluable	99
Valuable	235
Less than valuable	6
Can do without them	4
Not at all useful	1
No Answer	9

V. How important do you find the library services is to the summer program?

Most important	205
Important	128
Less than important	7
Not at all important	2
No Answer	12

VI. Do you feel that the summer program helps children?

A lot	302
Somewhat	50
Very little	
Not at all	
No Answer	2

REACTION SHEET (cont'd)

VII. How do you feel about the cultural activities as they apply to the summer program?

Most valuable	228
Valuable	121
Less than valuable	4
No value at all	
No Answer	1

VIII. How do you feel about the "snack program"?

It is more than adequate	40
Adequate	288
Less than adequate	22
Of no value	3
No Answer	1

IX. What changes would you like to make in the summer school program?

	Total
1. None	88
2. More trips & cultural activities	28
3. More resource personnel	17
4. "Snack program"	17
5. More reading materials	10
6. Smaller classes	8
7. Better transportation	7
8. Begin at earlier date	6
9. Trips handled differently	6
10. More parent involvement	5
11. More aides	5
12. Change starting time	4
13. Home visitors to help with lateness & attendance	4
14. Air-conditioning	3
15. Eliminate problem children	3
16. Too many activities	3
17. Minimize clerical work	2
18. Reduce sessions (weeks)	2
19. Change closing time	1
20. Programs by teacher & resource personnel	1
21. Second teacher instead of aide	1
22. Science program	1
23. Math program	1
24. Drama program	1
25. Reading before all else	1
26. More "Black Artists"	1
27. More time needed	1
28. Self-evaluation sheets to lower grades	1
29. Hearing tests	1
30. Better distribution of enrichment activities	1
31. Special teacher in Learning Center	1
No Answer	123
Total	354

Summer School 1972

Schools	ATTENDANCE			Total
	Did	Didn't	Ten Days or Less	
7	37	33	55	125
8	83	30	110	223
10	45	12	19	76
11	102	0	57	159
13	0	106	100	206
16	128	35	70	233
19	96	39	33	168
20	0	47	25	72
22	38	1	49	88
26	131	0	56	187
27	98	1	55	154
30	56	0	76	132
32	7	91	53	151
34	33	0	0	33
35	128	11	21	160
37	26	18	23	67
38	98	2	17	117
59	99	0	41	140
61	124	0	60	184
66	26	6	25	57
74	0	0	39	39
86	24	24	32	80
88	69	60	24	153
94	8	50	36	94
95	13	43	25	81
97	90	6	52	148
99	0	0	58	58
100	66	14	67	147
101	106	36	39	181
103	0	43	49	92
104	70	0	51	121
107	0	127	32	159
109-109A	0	55	29	34
111	29	0	37	66
112	67	0	72	139
118	43	0	26	69
121	14	11	5	30
122	71	6	45	122
126	20	4	13	37
132	43	18	33	94
137	90	15	75	180
138	0	52	38	90
139	122	10	1	133
140	0	0	17	17
141	114	35	21	170
142	57	2	0	59
145	73	4	12	89
148	62	17	69	148
149	37	101	51	190
156	40	69	23	132
159	32	54	70	156

The table above represents the attendance of all Title I eligible pupils who applied for summer school.

Schools (cont'd)

Schools	ATTENDANCE			Total
	Did	Didn't	Ten Days or Less	
160	19	0	5	24
161	87	3	75	165
162	30	0	38	68
163	101	0	81	182
164	137	5	0	142
225	54	1	38	93
238	42	27	61	130
240	0	41	103	144
250	0	48	27	75
301	18	19	7	44
Total	3204	1432	2521	7157

LEAPS & BOUNDS

Summer '72

School	Read Less than six books	Read six books	Read More than six books	Total Students	Students that Withdrew	Students who Attended Less Than 10 Days: Students with Poor Attendance
30	29	10	8	47	0	0
32	54	20	22	109	0	0
34	61	39	43	147	0	0
35	31	6	12	60	0	0
37	13	14	23	50	0	0
59	68	7	7	82	0	0
61	48	50	25	125	0	0
66	52	25	5	82	0	0
74	112	67	46	228	2	1
88	8	22	25	55	0	0
94	57	20	31	109	0	0
95	101	40	22	166	0	0
97	4	26	36	80	0	0
99	48	6	35	89	0	0
100	126	63	91	273	0	1
101	106	45	39	194	0	0
102		Beginners - Not Applicable			0	0
104	25	42	16	73	0	0
107	44	38	27	102	0	0
109	23	6	23	52	0	0
111	48	1	1	50	0	0
112	35	16	24	75	0	0
118	42	23	4	69	0	0
119	44	8	14	66	0	0
132	79	27	28	134	0	0
137	51	20	15	86	0	0
138	17	1	22	40	0	0
139	26	14	31	72	0	0
140	58	16	10	119	0	0
141	64	39	57	173	0	0
142	56	28	58	146	0	0
145	15	56	20	93	0	0
148	147	30	22	216	6	0
149	45	31	32	119	0	0
156	73	28	26	133	0	0
159	113	21	26	173	0	0
161	58	23	37	117	0	0
163	40	26	42	110	0	0
164	68	19	5	105	0	0
225	62	35	33	120	0	0
238	27	12	12	51	0	0
250	52	25	34	112	0	0
Total	2230	1046	1079	4502	8	2

Twenty three per cent of students read at least 6 books during the six weeks summer program. Twenty-four per cent of the students read more than 6 books while 50% read less than six books. These data are based on returns from 41 schools out of 63.

PRINCIPAL'S TALLY OF SERVICES PROVIDED TO STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM

ESEA TITLE I, SUMMER '72

I. SERVICES

A. Direct Educative Services	Number of Participants in Federally Aided Program Grades as of June 23, 1972					
	Pre-Kdg'n		Kdg'n		Grades 1 - 6 & Sp. Education	
	Public	Non Public	Public	Non Public	Public	Nonpublic
1. Basic Skills (remedial)						
a. English language arts (except reading)	529	0	1070	7	5126	71
b. Reading	492	0	1150	6	5560	87
2. Basic Skills (non-remedial regular and enrichment)						
a. English language arts (except reading)	602	2	826	15	3979	34
b. Reading	368	2	773	15	3989	34
3. Differentialized curriculum for the handicapped	0	0	0	0	0	0
4. Other Direct Educative Services						
a. Arts/Arts and Crafts	661	2	1183	20	6097	94
b. Music	1017	2	1618	18	7787	89
c. Physical Education	924	2	1233	18	5488	65
d. Cultural Enrichment Field trips made: 902	1142	2	1691	22	8953	112
e. Interest groups	733	0	1438	12	7026	105
f. Clubs	72	0	410	3	327[illegible]	39
g. Hobbies	38	0	189	1	908	24
h. Number of visiting speakers	203	0	529	13	2061	30
i. Number of visiting artists	254	3	484	25	1854	45
5. Textbooks	139	0	950	16	7030	112

SERVICES (cont'd)

B. Supporting Services

Number of Participants in Federally Aided Program
Grades as of June 23, 1972

	Pre-Kdg'n		Kdg'n		Grades 1 - 6 & Sp. Education	
	Public	Non Public	Public	Non Public	Public	Nonpublic
1. Audio-Visual materials, books						
1. Audio-Visual materials, books, periodicals and other printed materials (excluding textbooks)	955	2	1661	20	8055	95
2. Pupil services						
a. Guidance and counseling	91	0	74	0	285	14
b. Testing	353	0	67	5	686	29
c. School psychological services	106	0	42	0	110	0
d. Aides, social work, parent-liaison worker	965	2	1442	20	6754	93
e. Health services (dental work, eyeglasses, etc.	942	0	1093	9	3220	62
f. Welfare services (emergency, shoes, clothing, etc.)	39	0	29	0	168	0
g. Pupil Transportation	321	0	488	5	2591	59
h. Food Service	1148	2	2265	22	8265	113
i. Special services for handicapped children	0	0	0	0	1	0

j. Other pupil services

Please specify the service: 606 Project/City Hospitals
Cultural dance group
Girl Scout Volunteer Readers
Dental Screening and Brush-in by Greater Baltimore Medical Center

II. POPULATION STATISTICS

A. Unduplicated Count of Pupils by Grade Level

Grade Level as of June 23, 1972	Summer School Pupils Unduplicated Count From Public Schools	From Non-public Schools
Kindergarten	1895	21
1	2472	27
2	2409	27
3	2140	33
4	1244	27
5	1049	10
6	189	4
Ungraded elementary (Special Education Only)	277	0

B. Duplicated Population Statistics by Group

Pupil Population Group	From Public Schools	From Non-public Schools
1. Children from low income areas	10047	115
2. Handicapped children	16	0
3. Non-standard English speaking children	148	0
4. Migrant children	0	0
5. Neglected and delinquent children	136	1
6. General elementary population children not included in #1 through #5	815	2

C. Unduplicated Population Statistics by Group

Pupil Population Group	From Public Schools	From Non-public Schools
1. Children from low income areas	8503	101
2. Handicapped children	7	0
3. Non-standard English speaking children	141	0
4. Migrant children	0	0
5. Neglected and delinquent children	141	1
6. General elementary population children not included in #1 through #5	756	1

PRINCIPAL'S TALLY OF SERVICES PROVIDED TO STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM

ESEA TITLE I, SUMMER '72

A. Direct Educative Services	Grades Served: Pre-Kdg'n Public	Pre-Kdg'n Nonpublic	Kdg'n Public	Kdg'n Nonpublic	Grades 1 - 6 & Sp. Education Public	Grades 1 - 6 & Sp. Education Nonpublic
1. Basic Skills (remedial)						
a. English language arts (except reading)	529	0	1070	7	5126	71
b. Reading	429	0	1150	6	5560	87
2. Basic Skills (non-remedial regular and enrichment)						
a. English language arts (except reading)	602	2	826	15	3979	34
b. Reading	368	2	773	15	3989	34
3. Differentialized curriculum for the handicapped	0	0	0	0	0	0
4. Other Direct Educative Services						
a. Arts/Arts and Crafts	661	2	1183	20	6097	94
b. Music	1017	2	1618	18	7787	89
c. Physical Education	924	2	1233	18	5488	65
d. Cultural Enrichment Field Trips 902	1142	2	1691	22	8953	112
e. Interest Groups	773	0	1438	12	7026	105
f. Clubs	72	0	410	3	3271	39
g. Hobbies	38	0	189	1	908	24
h. Number of visiting speakers	203	0	529	13	2061	30
i. Number of visiting artists	254	0	484	25	1854	45
5. Textbooks	139	0	950	16	7030	112

PRINCIPAL'S TALLY OF SERVICES PROVIDED TO STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM

ESEA TITLE I, SUMMER '72

Supporting Services	Grades Served					
	Pre-Kdg'n		Kdg'n		Grades 1 - 6 & Sp. Education	
	Public	Non Public	Public	Non Public	Public	Nonpublic
1. Audio-Visual materials, books, periodicals and other printed materials (excluding textbooks)	955	2	1661	20	8055	95
2. Pupil Services						
a. Guidance and counseling	91	0	74	0	285	14
b. Testing	353	0	67	5	686	29
c. School psychological services	106	0	42	0	110	0
d. Aides, social work, parent-liaison worker	965	2	1442	20	6754	93
e. Health services (dental work, eyeglasses, physical examinations, etc.)	942	0	1093	9	3220	62
f. Welfare services (emergency, shoes, clothing, etc.)	39	0	29	0	168	0
g. Pupil Transportation	321	0	488	5	2591	59
h. Food service	1148	2	2265	22	8265	113
i. Special services for handicapped children	0	0	0	0	1	0

I. ENROLLMENT AND ATTENDANCE INFORMATION

A. Number of students who initially turned in registration cards	15553
B. Number who appeared and enrolled (as of Wednesday, July 5, 1972)	8926
C. Number who did not appear	3876
D. Net roll as of August 11, 1972	11704

SUGGESTIONS FOR ESEA, TITLE I SUMMER 1973 PROPOSALS

At the Holiday Inn meeting of the Citywide P.A.C., Nov. 18, 1972, the five sub-groups considered the summer 1972 proposal ingredients, and reported the following suggestions. (A representative from each of the five subcommittees will meet with BCPS staff on Sunday, Dec. 3, at 3 PM, to consider further the voluminous suggestions and work toward refining them and preparing a report for the P.A.C. meeting on Jan. 20, 1973.)

ELEMENTARY SCHOOLS

GROUP A

1. Objectives
   a. Reading
   b. Mathematics
   c. Library (both those within school and those libraries close by)
   d. Writing

2. Evaluation
   a. Schools to report progress of pupils to parents
   b. Parent conferences with teachers and staff to be facilitated

3. Instructional Program
   a. Time (schedule to include items listed in objectives)
   b. Teachers (try to use each school's regular teachers and aides as far as possible)
   c. Open the summer school program earlier (close upon heels of regular year program before children become involved in other concerns)

4. Supplementary Services
   a. Increase parent volunteer activities and participation
   b. Increase involvement of non-public school pupils and parents

5. Equipment
   a. Reading center to be provided in each school in the program
   b. Air conditioning or fans to help learning climate in summer (#238 unbearably hot, for example

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GROUP C

1. Objectives
   a. Continue winter objective: children to gain 10 mo. learning within school year
   b. Enforce instructional learning before taking bus trips
   c. Program to include reading, social studies, and science (not just reading in isolation from other subjects)
   d. Due to low enrollment and attendance of Title I pupils in summer, allow all interested children to attend summer school

2. Evaluation
   a. Form a committee to make proposed changes in the Iowa Testing (find other more suitable tests)
   b. Form a combined P.A.C. delegation to find out why we aren't getting our proposal plans enforced and implemented; call a meeting with Dr. Patterson on this matter.

3. Instructional Services
   a. Coordinator should be provided in each school to do-or ascertain-a more effective job
   b. Teachers should work more closely with the slow-learning students and the aides
   c. Promote the "lab school" technique in other schools if acceptable and possible

SUGGESTIONS FOR ESEA, TITLE I SUMMER 1973 PROPOSALS (cont'd)

4. Supplementary Services
   a. Continuation of tutorial services by students
   b. Extended library services
   c. Wider use of N.Y.C. workers
   d. More cultural enrichment

5. Equipment
   a. Film loop projector
   b. Language master
   c. Typewriters (primary)
   d. Tape recorders

GROUP D

1. Objectives
   a. Extension of winter program: reading, library, writing
   b. Reassemble the special education classes for special help wherever possible, with an appropriate program for them (the Dept. of Ed. has fed many special ed. children back to regular classes due to curtailed budget, and the children are falling further behind)

2. Evaluation
   a. Find more suitable standardized tests for BCPS (to replace IOWA tests) as soon as possible
   b. Continue the evaluation as for the regular year program (using last summer's guide)

3. Instructional Services
   a. Continue use of aides
   b. Provide better trained teachers in the DISTAR program (some were not properly prepared)
   c. Provide smaller groups with the DISTAR program (last summer some groups were too large for the teacher to handle effectively)
   d. Give diagnostic tests to the pupils before the summer program begins to learn pupil needs
   e. Provide practice in skills needed for the Iowa tests
   f. Assign a bus to each participating school
   g. Notify the selected summer school faculty well enough in advance so that an effective summer program can be planned in each school
   h. Extend the summer school day on a voluntary basis so that interested pupils can remain longer
   i. Pre-advertise the program more to gain more participants (as Champ Program does, for example)
   j. Extend the "lab school" of Model Cities wherever requested

4. Supplementary Services

PRINCIPAL'S TALLY OF SERVICES PROVIDED TO STUDENTS IN THE ELEMENTARY BASIC SKILLS PROGRAM

ESEA TITLE I, SUMMER '72

NON-PUBLIC JUNE '72

SERVICES	Pre-Kdg'n	Kdg'n	Grades 1 - 6
1. Basic Skills (remedial)	0	13	158
2. Basic Skills (non-remedial)	4	30	68
3. Differentialized curriculum for the handicapped	0	0	0
4. Other Direct Educative Services	11	132	603
5. Textbooks	0	16	112
Number of Participants in Federally Aided Program			
1. Audio-Visual materials, books, periodicals and other printed materials (excluding textbooks)	2	20	95
2. Pupil Services	4	61	370

POPULATION STATISTICS

Unduplicated Count of Pupil by Grade Level: (Non-Public)

Kdg'n	21	4th	27
1st	27	5th	10
2nd	27	6th	4
3rd	33		

Duplicated Population Statistics by Group

	(Non-Public)
1. Children from low income areas	115
2. Handicapped children	0
3. Non-standard English speaking children	0
4. Migrant children	0
5. Neglected and delinquent children	1
6. General elementary population children not included in #1 through #5	2

RVICES (cont'd) NON-PUBLIC

Unduplicated Population Statistics by Group	(Non-Public) 101
1. Children from low income areas	0
2. Handicapped Children	0
3. Non-standard English speaking children	0
4. Migrant children	1
5. Neglected and delinquent children	1
6. General elementary population children not included in #1 through #5.	